

Randlay Primary School

Inspection report

Unique Reference Number	123441
Local Authority	Telford and Wrekin
Inspection number	327909
Inspection dates	19–20 January 2009
Reporting inspector	Mike Capper

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	320
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Andrew Maybury
Headteacher	B Jones
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Randlay Local Centre Telford TF3 2LR
Telephone number	01952 386986
Fax number	01952 386999

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Most pupils come to this larger than average sized primary school from the local community, and a small minority travel from further afield. The number of pupils identified as having learning difficulties and/or disabilities is broadly average. Most, but not all, of these pupils have moderate learning difficulties. Children in the Early Years Foundation Stage (EYFS) are taught in a nursery and two Reception classes. Children attend the nursery for either a morning or afternoon session each day. There have been several changes to staff this school year, including to those holding leadership positions.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents hold this good school in high regard. Pupils flourish both socially and academically and the school is very successful at meeting its aim of 'Working together as one'. Relationships throughout the school are superb and pupils work together well. Members of staff form a strong team, which is well led and managed by the headteacher and other senior leaders. Classrooms and corridors are lively, exciting places with very attractive displays of work that celebrate the children's successes. There is a strong partnership with parents, who contribute well to their children's achievement by supporting learning at home, especially in reading. One parent summed up the views of many by writing that, 'My child enjoys her time in school and there is a good balance between fun and work.' This comment accurately captures the essence of this successful school.

Good teaching means that pupils achieve well. Children get a good start in the EYFS and then continue to progress well in the rest of the school. Standards are above average by the end of Year 6. A dip in standards in mathematics in national tests at Year 6 in 2008 has been tackled rigorously, and pupils are now back on track to reach challenging targets. Throughout the school, standards are not as high in writing as they are in reading. Pupils have too few opportunities to write at length in English lessons and in other subjects.

Members of staff care well for the pupils, ensuring that their personal development and well-being are good. Working within the school's calm, happy and welcoming atmosphere, pupils develop good social skills and quickly grow in confidence and self-esteem. Pupils' learning is enhanced by a good range of activities outside lessons, which, as they say, 'make school fun' and enrich the already good curriculum. The school's contribution to community cohesion is good. The school is well aware of the needs of its community in school and beyond. Its philosophy is summed up by the comment of a staff member who said, 'It is important that we teach children to look beyond the bubble that is Telford.' The school responds well to the needs of its diverse community and takes action to ensure equal opportunities for all pupils, academically and personally. Leaders have established close links with a school in Holland. Pupils take a good part in local events such as an animated film festival and they have a good knowledge of life in multicultural Britain.

- Throughout the school, teaching is well organised and lesson activities make learning exciting. Pupils' behaviour within lessons is managed very effectively and this means that there is a good pace to learning. Knowledgeable teaching assistants give carefully planned support to small groups of pupils. The effective use of targets helps pupils to understand how to improve their work, especially in English and mathematics. The headteacher knows the school well and his purposeful leadership has been instrumental in its success since the last inspection. He is well supported by other senior managers and by governors. There are well-established systems for finding out how well the school is doing that include detailed use of data to check pupils' progress from year to year. The many new subject leaders are very keen, but are not yet sufficiently involved in monitoring provision. Minor inconsistencies in provision, such as the use of writing skills across the school, are not dealt with quickly enough. The school sets itself challenging targets for improvement and has good plans for future development. Leaders have demonstrated in the successful way that they have tackled issues from the last inspection that there is a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

In both the Nursery and Reception classes, pupils achieve well. Teaching is good and their welfare and care are given a high priority. When pupils start school in the Nursery, attainment is below the expected level, with only a minority of them working at the levels expected for their age. Pupils make good progress and reach broadly average standards by the start of Year 1.

Pupils' personal development is good. Adults provide sensitive support to them, helping them to develop strong levels of confidence. Good induction procedures mean that pupils settle very quickly into the Nursery and they continue to be happy throughout the EYFS. Adults work together closely and they provide good levels of challenge for pupils in most lessons. Just occasionally, when there is too much teacher direction, pupils' independence is limited. There is a close focus on developing basic language skills and role play is used well to support this. Pupils' learning is regularly assessed and parents are well involved in this process. For example, they are regularly sent information about how well their children are doing, including photographs of them at work. Parents use this information to help the teachers plan the next stage of learning. Provision is well led and managed. There are well-focused plans for future development, including making sharper use of assessment data to check for trends in standards over time.

What the school should do to improve further

- Ensure pupils have more opportunities to complete longer pieces of writing in different subjects, in order to close the gap between standards in reading and writing.
- Give new subject leaders opportunities to monitor provision so that any inconsistencies in provision can be resolved quickly.

Achievement and standards

Grade: 2

Pupils make good progress throughout the school. Standards are above average by the end of Year 6 in English, mathematics and science. A slight dip in mathematics test results in 2008, which was caused by an unsuccessful adjustment to the curriculum, has been successfully remedied. Pupils are now making the same good progress in mathematics as they did before. In English, pupils do slightly better in reading than in writing. Reading skills are promoted particularly well, but in writing, opportunities to write at length are too limited. There are no significant differences between the progress of boys and girls. Good quality support means that pupils with learning difficulties and/or disabilities achieve well.

Personal development and well-being

Grade: 2

Pupils' good attitudes towards learning are key factors in the school's success. Pupils behave well at work and at play. Their good attendance demonstrates their thorough enjoyment of school. Pupils are keen to learn and work hard, although they do not always take enough care with how they present their written work.

Pupils' spiritual, moral, social and cultural development is good. Pupils learn the difference between right and wrong quickly. They are friendly and show much concern for the needs of

others by organising events to raise funds for local charities. Pupils are sensitive to the views of others and they happily celebrate each other's faiths and traditions. Pupils take responsibility well, ensuring that they make a valuable contribution to the school community. For example, school councillors play an important part in giving pupils a voice. They make sensible suggestions for school improvement and are pleased that their views are listened to so well. These activities, along with pupils' good basic skills, prepare them well for the next stage of their education and later life.

Pupils develop a good understanding of how to stay safe and healthy. They explain accurately why 'Fruity Friday' is a good idea and are keen to take part in the diverse range of sports offered by the school. Pupils are very clear about how to use the Internet safely and they develop a good awareness of the dangers they may face in their everyday lives.

Quality of provision

Teaching and learning

Grade: 2

Teachers provide interesting activities and lessons are well organised. Interactive whiteboards and other modern technology are used very successfully to illustrate and enliven learning and to hold pupils' attention. Members of staff use praise well and this contributes to the good relationships they have with pupils. Pupils know what they are expected to do because explanations and instructions are clear and skilful questioning aids understanding. Skilled teaching assistants provide valuable support for small groups, including those with learning difficulties and/or disabilities, ensuring that they make good progress. Teachers plan work carefully and generally meet differing needs well. On a few occasions the pace of learning is slower and work is not pitched at the right level for all pupils, making it is too hard for some or too easy for others.

Curriculum and other activities

Grade: 2

The curriculum provides pupils with a wide range of experiences, helping to ensure that they enjoy school a good deal. Creativity is fostered very imaginatively. Pupils produce high quality artwork, such as the portraits in the style of Picasso painted by pupils in Year 6. Leaders regularly review the curriculum and are working together to strengthen the links between different subjects. They are aware that pupils do not get enough opportunities to write at length in English lessons or in other subjects, and that standards are lower in writing than in reading.

Enrichment of the curriculum is good and contributes much to pupils' learning by bringing subjects alive and introducing new skills. For example, older pupils have recently been able to try out horse riding. On annual residential trips, pupils from Year 1 to 6 learn to work as teams and experience new activities such as caving and abseiling.

Care, guidance and support

Grade: 2

Members of staff provide high quality pastoral care for pupils, supporting their personal development well and contributing strongly to the happy atmosphere in school. Pupils say that they feel safe and secure and they are confident that they will get help if they are having a

problem. A well-attended breakfast club gives pupils a good start to the day. The school works closely with outside agencies and parents to safeguard the well-being of pupils.

There are thorough assessment systems, which are used well to identify pupils who need additional support. Pupils have a good understanding of how to improve their work, especially in English and mathematics, and they are set challenging learning goals. In addition, marking often provides helpful comments. Pupils say that they would appreciate more targets and more detailed marking in other subjects. Pupils with learning difficulties and/or disabilities are identified quickly and supported well, enabling them to make good progress.

Leadership and management

Grade: 2

The dedication of the headteacher and other senior managers to ensuring that all pupils do equally well, whatever their backgrounds or needs, is reflected in all aspects of the school's work. Senior leaders work together well and there is a consistent drive for further improvement. The school has developed good systems for evaluating the overall effectiveness of provision. This means that senior managers have a clear understanding of what still needs developing. Indeed, they react quickly when they find things that are not working well. There is a wealth of assessment information to show and track pupils' progress from year to year. This is used rigorously to set challenging targets for improvement.

There have been many changes of staff since the last inspection as a result of teachers being promoted. These changes have been managed well. Many subject leaders are new to their role. They are enthusiastic and have already started to influence provision. As yet they have not had enough opportunity to monitor it, to check on the quality for themselves.

Governors are supportive and provide good challenge to the school. They manage the school's budget successfully, and spending is carefully prioritised to have the best effect on pupils' learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 January 2009

Dear Children

Inspection of Randlay Primary School, Telford TF3 2LR

Thank you for welcoming us to your school and for showing us your work. You were polite and friendly and you behaved well. We are pleased that you attend a good school and are cared for so well.

Some of the things we found out about your school.

- Good teaching helps you to learn well and to make good progress.
- Younger children get a good start in the Nursery and Reception classes, where you work together well and adults plan exciting work for you to do indoors and outside.
- You are taught many different things and you thoroughly enjoy school, especially the many clubs, visits and visitors. The residential visits sound as if they are great fun.
- You have a good understanding of how to stay safe and healthy. 'Fruity Friday' is a great idea!
- All adults in school are very kind and caring and they give you good help with your work. They use targets well to help you understand how to improve your work, especially in English and mathematics.
- All the staff and governors are leading the school well and are working hard to make it even better.
- Most of your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Give you more opportunities to practise your writing skills by writing at length in different subjects.
- Give teachers who are in charge of subjects more opportunities to find out what needs improving.

We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all the best for the future. We hope you continue to help your teachers by making sure that you always present your written work neatly.

Yours faithfully

Mike Capper Lead inspector