

Randwick Church of England Primary School

The Lane, Randwick, Stroud, GL6 6HL

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has made very good progress since the previous inspection.
- Pupils make excellent progress through the school and leave having reached high standards in reading, writing and mathematics.
- Standards in reading are particularly high and pupils read widely and enthusiastically.
- Pupils make particularly rapid progress in reading and mathematics and a high proportion make better than expected progress in these subjects in all year groups.
- The quality of teaching is outstanding and is the key reason for pupils' outstanding progress.
- Teachers are particularly good at planning for the range of ages and abilities in their classes and ensuring that all are provided with good levels of challenge.
- Skilled teaching assistants play a key role in aiding pupils to progress, particularly, but not exclusively, for those who find learning more difficult.
- Pupils work enthusiastically and young pupils sustain concentration for long periods.
- Pupils' behaviour around the school is excellent. They are considerate and sensitive to the needs of others.
- The school's systems for keeping pupils safe are extremely rigorous and pupils and their parents say they feel very safe.
- There has been no slowing of the rate of progress in the school in the period between headteachers. There is a strong staff team and the acting headteacher has built very well on developments.
- Governors support the school's leaders exceptionally well. They offer a good range of expertise and have extremely good knowledge of the school's strengths and areas for development.
- The quality of teaching is under constant scrutiny to ensure improvements are sustained.

Information about this inspection

- The inspector visited 10 lessons, six of these jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils and four governors, including the Chair of the Governing Body. The lead inspector also met with a representative of the local authority.
- The inspector met informally with parents at the beginning and end of the school days and analysed the results of the 27 responses to Parent View, the Ofsted online survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Randwick Church of England Primary School is a small primary school. Pupils are grouped into three classes, one for Reception and Years 1 and 2, and one each for Years 3 and 4 and for Years 5 and 6.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is well below average, and there were no eligible Year 6 pupils when they sat national tests in 2013.
- Almost all pupils are from White British backgrounds. There are a few pupils from minority ethnic groups but all of these speak English as their first language although some have other languages as well.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with statements of special educational needs is also below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The headteacher left in December 2013 and the school is currently being run by an acting headteacher who is the deputy headteacher. A new headteacher has been appointed for September 2014.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing by making sure that writing skills are developed in all subjects of the curriculum.

Inspection judgements

The achievement of pupils

is outstanding

- As is usual in small schools, children's levels of skills and knowledge when they join the school vary, but the group currently in Reception started with skills and knowledge broadly in line with those typical for their age. They make rapid progress in their Reception Year and many have reached above average standards by the time they start in Year 1.
- This rapid progress continues in Years 1 and 2, particularly in reading and mathematics. There has been a rising trend of results in the assessments at the end of Year 2 in recent times.
- In the national screening check for phonics (the sounds that letters make) in 2013 an above average proportion of Year 1 pupils reached at least the expected standard. Those pupils who missed the standard last year are now working at well above expected levels and pupils now in Year 1 are also working well.
- Pupils make excellent progress in reading, writing and mathematics in Years 3 to 6. Although their progress is outstanding in writing, it is not quite so consistent as that in reading or mathematics through the school. For instance, although the school has started to give opportunities for pupils to talk about their writing before they write, this is in its early stages. Teachers are working to ensure that writing skills are a greater focus when pupils are writing in other subjects. This is not consistent yet.
- Standards have been particularly high in the national assessments in reading, writing and mathematics at the end of Year 6 for several years. In particular, the proportion of higher levels gained is well above average. For example, more than a third of the group gained the highest Level 6 in the mathematics assessments last year. This is indicative of the high levels of challenge provided for more able pupils through the school. This high level of achievement is being continued, with almost all of the current Year 6 working at the higher levels in reading, three quarters in mathematics, and more than half in writing.
- The few disabled pupils and those with special educational needs are supported very well. Procedures for identifying their needs are rigorous, and they make the same progress as their peers.
- Pupil premium funding is used well to support individual pupils. There were none of these pupils in Year 6 in 2013. However, throughout the school, they are making similar progress to their classmates and many of them are already working at the same levels as, or higher than, other pupils.
- The very few pupils from minority ethnic groups make the same outstanding progress as their classmates. This is because they are supported extremely well to ensure that any potential problems are ironed out quickly.

The quality of teaching

is outstanding

- The quality of teaching is never less than good and is outstanding overall.
- Teachers' planning for the range of ages and abilities in their classes is excellent and enables pupils to fully extend their learning.
- Teachers' expectations are high and pupils are expected to perform and to behave as well as possible. Very challenging targets are set for pupils' progress. This ensures that pupils of all ability levels are provided with work that is 'pitched right but tests you', as a pupil said.
- Teaching is stimulating, and engages and enthuses the pupils very well. Teachers use a wide range of methods to retain pupils' interest and this means that they are keen to learn. For example, pupils were observed producing very sensitively worded poetry as a result of the initial discussions and planning that the teacher had organised.
- Marking is thorough and particularly good practice is seen in the way that pupils act upon marking and often assess their own learning beforehand. There is also a good system of setting

targets for pupils' next steps in learning and pupils say that these help them to know what they need to improve and learn next.

- Teaching assistants are skilled and contribute significantly to pupils' learning. They play a key role in supporting those with special educational needs, but were also observed extending the learning of more able pupils by working with a group and questioning them skilfully so that pupils had to think more deeply.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. This view was confirmed by pupils, staff, governors and almost all parents. Pupils are very sensitive to the needs of others and show high levels of respect for all adults. Relationships at all levels are excellent. Attendance levels are high and there are no problems with punctuality.
- Pupils' behaviour in lessons is excellent. They are keen to do well and settle to work quickly. They listen attentively and involve themselves in discussions with a maturity beyond their years. Their learning gains from the conversations and discussions they hold in pairs or small groups.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe in school and procedures to keep them safe are extremely rigorous. They have a very good awareness of how to keep themselves safe, in the wider environment around the school, for instance. Incidents are recorded meticulously and there have been very few and minor occurrences logged over the last couple of years. The rigour of recording minor incidents indicates the seriousness with which the school takes its responsibilities in this area. Almost all parents who responded to Parent View agreed that their children feel safe in school.
- A few parents do not regard bullying as being dealt with well. However, pupils spoken to during the inspection said that bullying is very rare, minor and very well dealt when it is reported. They are well aware of different types of bullying and were able to speak knowledgeably about the dangers inherent in the internet, for example. Discrimination of any kind is not tolerated and the few pupils from minority ethnic groups are fully integrated and welcomed.
- Pupils make an excellent contribution to the wider community, helping the village to create the longest continuous bunting, for example. They also contribute considerably to the harmonious and smooth running of the school, for instance by organising play materials at breaks.

The leadership and management are outstanding

- There has been no slackening of the pace of improvement during the period without a substantive headteacher. The acting headteacher has continued developments well and also brought in very good changes. She has been supported extremely well by the staff team. All work very closely to provide the best for the pupils and are constantly looking for ways to improve the provision still further.
- There are very close links within a local group of small schools and this enables training to improve teachers' skills to be shared. This has meant that a very good range of training, closely focused on the needs of individuals and the school, has maintained the drive for continual improvement of the quality of teaching.
- There are also strong links with parents, almost all of whom were overwhelmingly positive about all aspects of the school, and the local community. The pupils benefit significantly from these links. For example, a number of parents and members of the community were assisting with 'eco-week', which was taking place during the inspection. They were helping with walks to the woods and with projects in class. The experiences gained by the pupils were of considerable benefit.
- Central to the school's values is equality of opportunity. For instance, the range of subjects and topics is planned to provide a very broad range of experiences so that pupils are prepared very well for the future. Parents spoke particularly warmly about the way that their children were

prepared for the next stage in their education.

- Provision for pupils' spiritual, moral, social and cultural development is extremely strong. Relationships at all levels are excellent and a strong sense of community is encouraged. Pupils know right from wrong and make the right choices. They manage their own behaviour well and are given plenty of freedom to do this. Pupils are aware of their own culture and are provided with many opportunities to extend their cultural awareness, for example through the links with a school in Randwick in Australia. Pupils' spiritual awareness is developed extremely well through assemblies and in their appreciation of the natural world which surrounds them.
- Funds are managed very carefully. For example, the extra money provided for pupils eligible for the pupil premium is used well. It is focused very clearly on the needs of these pupils and is effective in accelerating their progress.
- The new funding for primary sport has been planned for well. Much of it has been spent on improving resources and on staff training. This has enabled pupils to enjoy new sports such as tennis. These initiatives have benefited pupils' health and well-being and pupils say that they particularly enjoy the wider range of sporting activities available.
- Safeguarding procedures are very thorough and pupils are kept safe.
- The local authority has not had a great deal of involvement other than at the school's request. For example, it has been particularly effective in providing training for governors.
- **The governance of the school:**
 - The relatively new Chair of Governors has brought about considerable improvements. A review of governors' effectiveness was requested and carried out and subsequent training has improved their ability to support and challenge the school very well. They understand very clearly what the strengths and areas for development of the school are and know the key questions to ask. They provide very good levels of challenge to leaders. Governors compare pupils' achievement with what is found nationally, using the information about how well pupils are doing. They are fully involved in making sure that good progress is made in improving the quality of teaching and in raising standards. Governors carefully track the effectiveness of pupil premium funding and know whether it is making enough difference. The setting of targets for teachers is effective and, where appropriate, closely linked to progression through the pay scales.

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

Unique reference number	115645
Local authority	Gloucestershire
Inspection number	439565

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Sandra Clarke
Acting Headteacher	Anne Milston
Date of previous school inspection	5 May 2009
Telephone number	01453 762773
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