



Randlay Primary School

Inspection Report

Unique Reference Number 123441
LEA Telford and Wrekin
Inspection number 281478
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Frances Gillam AI

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

Type of school	Primary	School address	Randlay
School category	Community		Telford
Age range of pupils	3 to 11		Shropshire TF3 2LR
Gender of pupils	Mixed	Telephone number	01952 590929
Number on roll	340	Fax number	01952 598736
Appropriate authority	The governing body	Chair of governors	Mr Andrew Collier
Date of previous inspection	29 November 1999	Headteacher	Mr Bromley Jones

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Randlay is an above-average-sized primary school. Most of its pupils come from a White British background. Thirteen per cent of pupils come from minority ethnic groups, including pupils from mixed heritage, Black African and Asian backgrounds. Just over half of these pupils are at the early stages of learning English. The children's attainment on entry to the Nursery is similar to that expected for three-year-olds, but an increasing number are being admitted with under-developed speech, language and personal skills. By the time the children are ready to move into Year 1, their attainment is similar to that expected for their age. In the past eighteen months almost half the teaching staff have changed, including members of the senior management team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education for its pupils. Although inspectors agree with some of the school's views of its work, they do not agree with the school's judgement that it is a good school overall. This is because teaching is satisfactory and not good enough in some classes. Pupils could achieve more in mathematics. Attendance is good. Pupils behave well and enjoy coming to school. A good range of lunchtime and after-school activities adds much to the curriculum.

Pupils' progress is good in the Foundation Stage and in reading and writing in Years 1 and 2. Mathematics is weaker at the higher levels in Year 2. Pupils' progress is satisfactory overall by Year 6. However, progress is slower for many pupils in Years 3 and 4 compared with Years 5 and 6. This is due to weaknesses in the quality of teaching. The school has successfully addressed the weaknesses identified in the last inspection and has the capacity to make further improvements. Standards in writing are now above average by Year 2, marking has improved and checking the quality of pupils' written work is part of the school's review of its provision. Leadership and management are satisfactory. Senior managers currently have good procedures in place to evaluate the quality of the school's work and identify weaknesses, but the action taken does not always have the desired impact and some weaknesses in teaching and learning for example persist. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure that teachers always take account of what pupils already know in mathematics so that all pupils are challenged and stretched sufficiently by the work set.
- Carry out more regular and ongoing checks so that senior management can be assured that weaknesses in some teaching are being eradicated, particularly in some classes in Years 3 and 4.

Achievement and standards

Grade: 3

Pupils enter the school with broadly average standards. Children progress well in the Nursery and Reception Year. They settle quickly and develop a broad understanding across the areas of learning. Activities provide good opportunities for children to explore and make discoveries for themselves. They reach the goals expected for their age by the time they enter Year 1.

This good rate of progress continues in Years 1 and 2. Although standards achieved in the national tests in 2005 were broadly average, they were not as high as the above average results of previous years. Challenging targets have been set for 2006 and current work in pupils' books indicates that standards are rising, although higher attainers could be doing better in mathematics.

Pupils enter Year 3 with above-average standards and standards are also above average overall by the end of Year 6, as shown by results in national tests in 2005. Progress is

satisfactory as there are weaknesses. Average attainers do not achieve as well as they could in mathematics. Progress made by pupils in Years 3 and 4 is not as good as in other year groups and the school's own data support this judgement. Some lost ground is made up by progress accelerating in Years 5 and 6 but not enough to compensate for pupils' slower progress in Years 3 and 4, particularly in mathematics. This is evident, for example, in the average-attaining pupils' insecure knowledge in aspects of shape, space and measures.

Pupils at the early stages of speaking English make good progress. They receive well-focused support and good opportunities to talk and develop their vocabulary.

Pupils with learning difficulties and disabilities make good progress in reaching the targets set for their improvement. They receive well-focused support in lessons and build effectively on what they have learned before.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well in and around the school and work hard. They say that 'school life is enjoyable, teachers are kind and lessons are interesting.' Rates of attendance are good and, by Year 6, pupils are confident learners.

Pupils' spiritual, moral, social and cultural development is good. Pupils learn to respect each other and are pleased to celebrate each other's achievement in lessons and assemblies. They work hard to raise funds for those less fortunate than themselves and take part in a range of community activities. Pupils are proud of the way in which the playground buddies care for their classmates and older pupils look after the younger pupils well. There is a very active school council which enables pupils to make a positive contribution to school life. Their suggestions have helped in many ways, for example, by introducing new litter bins into the playground to keep the outdoor environment tidier.

Children realise the importance of healthy eating, which the school promotes well, and the necessity for regular exercise to grow up fit and well. Staff encourage pupils from minority ethnic groups to share knowledge of their culture and country of origin. This helps all pupils to develop a good understanding of other faiths and cultures and develops in pupils an understanding of their place in the world. Older children confidently show initiative. Activities such as learning how to manage small businesses help them to gain a secure understanding of how to manage simple budgets, preparing them well for the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. While there are aspects of good teaching throughout the school, it is the inconsistency in the quality of teaching in some classes in Years 3 and 4 which leads to a slower rate of learning, and affects the overall progress pupils make by Year 6.

Throughout the school, relationships between pupils and adults are good, leading to most lessons proceeding smoothly. Pupils are eager to do their best. Most teachers follow agreed school practice in their teaching methods and there are notable examples of that being successful in helping pupils to improve in all subjects and in building up their confidence, including in mathematics. However, in Years 3 and 4 and sometimes in Year 2, teaching does not take sufficient account of what pupils already know and work set is therefore not always at the right level to help them to progress. This leads to some pupils struggling to master their work or to some finding it too easy, particularly in mathematics. For example, some higher-attaining pupils in Year 2 quickly completed worksheets that were too easy for them. The worksheets did not test, as intended, their ability to solve number word problems and they did not learn as much as they were capable of doing.

All teachers mark pupils' work regularly and most provide guidance for pupils to help them improve. They question pupils to encourage thinking but in some lessons teachers do not do enough to draw average- and lower-attaining pupils into discussion and therefore miss opportunities to check how well such pupils are learning.

Curriculum and other activities

Grade: 3

The curriculum offers the full range of required subjects and is organised so that most lessons build systematically on what has gone before. In the Foundation Stage this works particularly well but in the rest of the school the curriculum planning is not always modified sufficiently well to meet the needs of all the pupils. The teaching of information and communication technology is enhanced through a well-resourced computer suite and interactive whiteboards in the classrooms. These are used effectively to support children's learning in lessons. The school provides well for health education and focuses successfully on the healthy eating initiative. Pupils also receive the recommended two hours of physical education each week.

The school offers pupils a good variety of enrichment activities that helps their learning. A wide range of visits and visitors adds to pupils' experiences and enjoyment. Older pupils especially enjoy the residential trips to Wilderhope Manor and Llangollen. They participate enthusiastically in a good range of out-of-school activities, including sporting activities.

Care, guidance and support

Grade: 2

Pupils are taught well about the importance of adopting healthy lifestyles and staying safe. They are well cared for as staff have a good knowledge of pupils' social and emotional needs. The support for pupils with learning difficulties and disabilities is good and they are therefore fully involved in school life. Staff usually provide good support and sound guidance, despite some inconsistency in the use of assessment information to plan the next steps in learning. There are rigorous child protection procedures in place and risk assessments are carried out regularly to ensure that pupils are kept safe.

Parents are pleased with the good start the children get to their education. Good opportunities are provided for children to work in the school before they start full-time, and this is a key factor in the good progress that they make in the Foundation Stage.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. Parents have great confidence in the headteacher and with good reason. He has provided very clear direction during the extended period of staff changes and has maintained a clear focus on raising standards. He is ably supported by the deputy headteacher. There is an extensive programme of monitoring and evaluating which provides him and his senior managers with a secure understanding of the school's strengths and the areas where further improvement is required. However, not all action following on from these evaluations has been successful in developing good teaching in all classes and in making sure that pupils always achieve as well as they could. Despite the school holding staff more accountable for the quality of learning in their class, some weaknesses continue. Targets which are set for some teachers are not reviewed regularly or rigorously enough to ensure improvements are being made. Some teachers therefore need better support and guidance. Although leadership and management make teachers aware of good teaching practice, there is still work to be done in helping some teachers to adapt lesson plans to take full account of what pupils already know or where they have gaps in knowledge. Some of the action taken has led to improvements across the school, for example, in the quality of pupils' writing and investigational skills in science, and clearly reflects the school's capacity to improve.

Governors support the school and are well informed across a range of areas but are not raising questions to challenge whether pupils are doing well enough in all classes.

The school makes good use of the effective links it has with local schools, colleges and businesses to support the well-being and education of its pupils. The views of parents are sought regularly and valued by the school. For example, after discussions with parents and listening to their ideas, changes were made to the accommodation and organisation of the Nursery and Reception classes.

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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>	School Overall	16-19
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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?	3	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	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	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	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you very much for making Miss Robinson, Mrs Underwood and myself so welcome when we came to visit your school. We enjoyed talking to you and seeing what you were learning in your lessons.

We would like to tell you what we thought of your school.

- Children in the Nursery, Reception and infant classes do well with their work, especially in reading and writing.
- You behave well; you are kind to your classmates and polite to your teachers and visitors.
- You told us that your teachers are very kind and take good care of you and we agree; all the staff in the school make sure that you are happy and kept safe and well.
- You told us how you like to work hard and we think that you do; you enjoy most of your lessons because they are fun.
- There are lots of good activities that you can do at lunch times and after school; you are especially excited about the trips you make to interesting places like Llangollen.
- We think that many of you can do better in mathematics and that some children in Years 3 and 4 could do better in their lessons, so we have asked Mr Jones to check that your teachers help you to do your very best.