

Review of:

School name:

Randwick Church of England Primary School

Commissioned by:

The Headteacher and the Chair of Governors

Prepared by:

Elizabeth Cooper, External Consultant

Review date:

29 June 2016

Context of the school

- Randwick Church of England Primary School is smaller than average with 76 pupils on roll. Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils, who are eligible for additional support through the pupil premium funding, is below the national average.
- The proportion of pupils with special educational needs or disability is in line with the national average, having increased during the course of the year.
- All of the children in the Reception class attend full time. Most Reception children have experience of pre-school.
- A small number of pupils join or leave the school between Reception and Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Headteacher joined the school in September 2014. There have been some changes in staffing during 2014/15.

Randwick Church of England Primary School was inspected on 20-21 May 2014 and judged to be outstanding. The following area for improvement was identified:

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

The school received a Statutory Inspection of Anglican and Methodist Schools on 17 September 2014. The distinctiveness and effectiveness of the school as a Church of England school were judged to be good. Areas to improve were as follows:

- Develop the systems of planning and leadership in collective worship to include pupil leadership so that children are fully involved in how worship influences their lives
- Further the pupils' knowledge of Christianity as a world faith and their role in a multi-cultural society, so that they develop their understanding of the diversity of different faith communities
- Establish systems for governors to monitor the impact of collective worship on the school community so that the Headteacher and worship coordinator are able to implement meaningful change

Purpose of the visit

To support the school in its self-evaluation

Monitoring activities

- Learning walks were undertaken with the Headteacher or the Deputy Head.
- Pupils' books were viewed during the learning walks and in a joint work scrutiny.
- A pupil conference was held with six pupils from Years 1-6 and the Headteacher.
- Pupils from Reception to Year 3 read to the reviewer and the Headteacher.
- The school's collective act of worship was attended.
- A meeting was held with the leaders for English (Deputy Head) and Mathematics.
- A meeting was held with the Chair of Governors and another governor.
- There was a light-touch review of safeguarding.
- The school's data was discussed with the Headteacher and the Deputy Head.
- The school's key documentation was viewed, including the school self-evaluation, the Raising Achievement Plan, pupil data and a file of additional evidence.
- Feedback was shared with the Headteacher, Chair of Governors and teachers.

REVIEW FINDINGS

- **Leadership and Management:** Leadership has strengthened at the school, with much improved opportunities for staff to collaborate and to develop leadership skills within the school. Self-evaluation is accurate and informs improvements. Governors have a very clear vision for the school. Through their frequent and focused visits and their understanding of current priorities, they are very well informed about the school. Parents are very positive about the school, with the better communication and shared vision amongst the aspects they value. The curriculum enables pupils to make positive progress and enjoy their learning. Based on the evidence seen, safeguarding would meet statutory requirements.
- **Teaching, Learning and Assessment:** Strengths in teaching include positive expectations of pupils, teacher knowledge of the curriculum and pedagogy, effective planning which promotes pupils' progress, stimulating activities in lessons, skilled questioning, and clear support to help pupils with different needs to be successful. Continuing to develop and extend challenge will promote further progress. Pupils' books show positive evidence of progress over time. Teachers use clear colour-coded annotation and provide more specific feedback. Pupils are now responding more readily to marking, and continuing to develop this would support further progress. Pupils' presentation has improved. The school may wish to consider developing more opportunities for pupils to write directly into their theme books. Pupils' literacy and mathematical skills are promoted through their topic work. Reading is taught effectively and pupils enjoy books. The learning environment is improving including in Reception: increasing access to resources outside would enhance free-flow learning for Reception children.
- **Personal development, behaviour and welfare:** Pupils have very positive attitudes to learning and respond willingly to instructions from staff. Behaviour is a very positive feature of lessons. Pupils conduct themselves sensibly and safely around the school. They are very well managed at lunchtime and understand the importance of healthy eating. They make the most of the facilities provided in the playground. Pupils feel safe at the school and know about internet safety. Pupils have a clear sense of behaving responsibly towards others. Parents have very positive views about behaviour and safety at the school.
- **Outcomes for pupils:** Children make positive progress during their time in Reception. Pupils in both key stages are making positive progress, although stronger in mathematics and reading than in writing. There are a few variations in progress between different cohorts and groups. Disadvantaged pupils make at least expected progress. Pupils with special educational needs or disability do not yet make as much progress as their peers, but the increased support is helping them to catch up. The most-able pupils generally make positive progress.
- **Overall effectiveness:** Randwick Church of England Primary School has made some very positive improvements during a year of much change. Leaders have appropriate plans in place and clear capacity to improve the areas identified by the school and confirmed by the review. Pupils' spiritual, moral, social and cultural understanding is well supported by the school's values and provision.

RECOMMENDATIONS

- Continue to ensure that pupils are fully challenged, by making sure that pupils can move on to more demanding work when they are ready.
- Continue to seek opportunities for pupils to respond to the feedback from staff in their books, with additional practice or an extra challenge as appropriate.
- Build on the improvements in handwriting and presentation across the school, by considering giving more opportunities to pupils to write directly into their books.
- Continue to seek ways of making resources available to children in the outside area of the Early Years provision, so that children can develop their skills and understanding even further during free-flow activities.