EST. 1967
RUNNYMEDE COLLEGE
Delight, Ornament, Ability

NABS Inspection 2021
Recommendations and Actions

Suggested Areas for Improvement	Actions and Improvements Made
1. More outside furniture would help students make better use of recreational time together	1. Since the 2021 inspection, the Runnymede campus has undergone significant redevelopment, enhancing the overall environment. The central campus now features additional outdoor furniture, creating inviting seating areas that allow students to enjoy the outdoor space more freely. A major addition is the purpose-built Frank Murphy Memorial Library, offering a dedicated space for both recreational time and engagement with literature. Plans for the summer of 2025 include the redesign of recreational areas, featuring a new artificial grass sports pitch, a basketball court, playground toilets, and a sports equipment storeroom, further elevating the campus's facilities.
2. In Key Stage 2, the time allocated to science is not sufficient. As a result, although the quality of learning in lessons is very good, the quantity of work by students is not sufficient to meet the demands of the National Curriculum.	2. With the establishment of the Prep School, a focus on increasing subject specialism has been prioritised. In line with this, Science provision has expanded for Years 4-6, with pupils receiving 2 hours of Science per week, taught by specialist teachers in laboratories. This meets the UK Department for Education's recommendation of 1.5 to 2 hours per week.
3. In Key Stage 3, computing has been well integrated across other areas of the curriculum. However, the programming aspects are not included in cross- curricular planning and are not being covered.	3. The implementation of Computer Science as a core subject in the Prep School and in Year 9 ensures that all learners benefit from a curriculum grounded in the resourcing from the National Centre for Computing Education which is aligned with the National Curriculum. At the Senior School level, Computer Science has gained significant popularity, with 77 students enrolled in IGCSE, complemented by extracurricular opportunities such as the Programming Club, where students engage with advanced software like Unreal Engine. Departments are working closely to embed computational thinking and programming skills into cross-curricular activities, ensuring a cohesive approach to learning, for example the Maths and Computer Science Departments, with the school participating in the Bebras International Computational Thinking Challenge, reinforcing the focus on digital literacy and problem-solving.
4. Good opportunities for professional development exist although protocols for how teachers can seek development are less well defined	4. Opportunities for professional development have flourished with the introduction of the Head of Staff Development role, which was created in 2022. Continuous professional growth is a priority, with comprehensive CPD programs, including the TES Enhanced Platform, Teach Meets, and focused SEN training through both staff-led meetings and the NASEN platform. Staff are empowered to request tailored development opportunities, all coordinated by the Head of Staff Development, ensuring that teachers remain at the forefront of educational best practices.
5. The school is growing in confidence in the use of data to track performance of groups over time, in order to analyse trends and intervene, although this practice is not yet embedded across the school.	5. Teachers now have access to student data through box and iSAMs, including SEN and CAT4 assessments. The accessibility of information supports data-informed lesson planning and targeted interventions. In the Senior School, grade reports and progress checkpoints are regularly reviewed by Heads of Year, guiding actions for individual students or groups. Departmental reviews and SLT meetings further analyse and formulate responses to this data. In Pre-Prep and EYFS, progress is tracked through assessments, with tools such as Arc Pathways identifying and prioritising next steps. CAT4 assessments (Years 4-12) provide deeper insights into student abilities, enabling personalised support. Pastoral care is enhanced by termly snapshots and the PASS Survey, ensuring pupil well-being is monitored and addressed through timely interventions. Currently to majority of pupil progress data is stored on 'Box', however in September 2024 we began integrating iSAMs where we will be centrally storing student data moving forwards. This migration of information has begun and will continue throughout the academic year.
6. Leaders have a good understanding of the strengths and weaknesses of their teams and have taken action to assure and improve performance. This understanding is not supported by a detailed analysis of the quality of teaching and learning across the school.	6. The school development plan is central to driving improvement and setting departmental targets. High standards are maintained through structured departmental reviews, lesson observations, and book scrutiny. SLT learning walks and SEND department reviews throughout the academic year ensure continued progress in teaching and learning. The development plan also shapes the structure of staff meetings, fostering a cohesive approach to school-wide improvement, with a focus on enhancing teaching and learning for all.