

Radford Semele CofE Primary School

Inspection report

Unique Reference Number	125665
Local Authority	Warwickshire
Inspection number	359919
Inspection dates	24–25 November 2010
Reporting inspector	Vivienne McTiffen

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	172
Appropriate authority	The governing body
Chair	Peter Clarke
Headteacher	Paul Wyllie
Date of previous school inspection	14 January 2008
School address	School Lane Leamington Spa CV31 1TQ
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Introduction

This inspection was carried out by three additional inspectors. Parts of 12 lessons were observed. All seven teachers were observed once and most were seen twice. Meetings were held with staff, groups of pupils and school leaders, including members of the governing body. Inspectors observed the school's work; considered the school's development planning; tracking data on pupils' progress; teacher assessments and lesson planning. They also looked at safeguarding documentation and samples of pupils' work. In addition, 60 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality of teaching and the use of assessment to ensure pupils of all ages and abilities make enough progress, especially in writing.
- Pupils awareness of belonging to a multicultural society and how well prepared are they for the wider world beyond the school and local community.
- Targeted support for individuals to meet specific needs
- The quality of provision in the Early Years Foundation Stage.

Information about the school

This is a smaller than average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below the national average as is the proportion of pupils who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average. The school achieved National Healthy Schools status in 2010. At the time of the inspection, three teachers including the leaders of English, mathematics and special educational needs were on maternity leave.

A privately run pre-school shares the school site and privately run before- and after-school clubs operate from a room within the school. Both aspects of provision are subject to separate inspection as they are not managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved since its last inspection. One of the most significant improvements has been in the quality of teaching. Teachers are keen to motivate pupils to learn. This leads to interesting lessons in which pupils make good progress. Teachers have high expectations of pupils and they use of time well to maximise learning. Assessment information is used well, resulting in a suitable level of challenge and good match of work to ability. However, although some marking is good, it does not consistently inform pupils how they can improve their work or involve them in evaluating their own levels of success.

Pupils achieve well and make good progress. Pupils' writing skills have improved. Teachers keenly promote a love of books and reading which is used well to inspire pupils to write. Attractive and imaginative displays show the results of pupils' work. This, together with drama, linking sounds to letters and enthusiastic teaching, has led to a rise in attainment and enjoyment. Because of the school's clear focus on improvement, outcomes for more-able pupils have also improved with a greater proportion reaching higher standards than previously. The majority of pupils with special educational needs and/or disabilities make good progress, but a very small minority have not done so well. Although this group has been identified by the school and a range of support put in place, the use of progress tracking systems is not yet as rigorous as it could be to recognise and tackle pupils' underachievement as quickly as possible.

The strong Christian ethos creates an atmosphere of harmony and respect within the school community, promoting pupils' spiritual, moral, social and cultural development well. As a result, pupils are considerate towards each other and show a good understanding of right and wrong. Behaviour is good. Pupils willingly take on roles of responsibility and members of the school council make decisions to benefit others. For example, they selected some of the new playground equipment. Pupils raise funds for charity and are involved in some local events but their understanding of local issues, and particularly of communities and faiths beyond their own, is limited.

The headteacher has created a strong leadership team. Together, they have tackled areas for development systematically and thoroughly. Monitoring roles have strengthened, leading to greater analysis of the quality of teaching and outcomes for pupils. Because of this, the school is well placed to deal with current staffing disruptions and to continue to improve. Self-evaluation is realistic and the school is aware of its strengths and weaknesses. Engagement with parents of children in the Reception class is good, due to very effective induction arrangements. In the rest of the school, although parents are kept informed through weekly newsletters and termly parents' evenings, channels of communication and involvement in their children's learning are not extensively developed. Links with the local community and church are well established but the school is at a

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developmental stage in forging links with other communities, nationally and globally, and evaluating the impact of its work in this area.

What does the school need to do to improve further?

- Fine-tune assessment and progress tracking systems by:
 - ensuring that teachers adopt consistent marking procedures which help pupils understand how to improve
 - involving pupils to a greater extent in evaluating their own progress
 - increasing the rigour with which leaders and managers analyse assessment information to quickly identify those pupils who are not making as much progress as they should.
- Strengthen links with:
 - parents and carers, and involve them more fully in their children's learning
 - communities beyond the immediate locality, to help pupils gain a greater understanding of cultural diversity and belonging to a wider world.

Outcomes for individuals and groups of pupils

2

When children start in the Reception class, their attainment is just below that expected for their age. The majority of pupils make good progress so that, by the end of Year 6, attainment is above average. Attainment in writing has risen, especially in the infant classes and for pupils in Years 3 and 4 where it is above average. This is also the case in reading and mathematics. By the end of Year 6, attainment in reading and mathematics is above average. In the last academic year, attainment in writing was average because a small proportion of pupils did not make as much progress as they should due to staffing disruptions. The school has strategies in place to ensure a rise in attainment for pupils currently in Year 6, which is already evident in their work.

Pupils' enjoyment of school, their good attendance and eager participation in lessons all contribute to their achievement. This was seen to good effect in an English lesson when pupils worked on play scripts. They discussed ideas with each other and made imaginative use of language to describe stage actions and speech. They worked in pairs to act out their stage directions to the rest of the class, which they did with confidence and a sense of fun. In this lesson, those with special educational needs and/or disabilities were well supported by the teaching assistant. This is typical of the level of support offered throughout the school to these pupils and to the very small proportion who speak English as an additional language, and contributes to their good progress. Pupils have a good understanding of how to stay safe and feel secure in school, a view supported by the majority of parents and carers. Pupils are confident that any concerns they may have are dealt with effectively. They are keen to act positively to be healthy and show a good understanding of factors which impact on their health and well-being. This is as a result of a recent focus by the school to achieve National Healthy Schools status. Pupils' well developed basic skills and personal qualities equip them well for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers establish good relationships and know pupils well. They provide opportunities for them to work together, often on stimulating practical and problem-solving activities. For example, in a mathematics lesson, groups interacted well with each other, solving number problems. Some worked independently, whilst others received extra help from adults. This meant pupils received the right level of challenge, enabling the more able to extend their thinking. Less-able pupils, working with a teaching assistant, made good progress. They said that they felt the work was just right and they were well supported. In most cases, lesson introductions are well paced so that pupils are quickly engaged and have sufficient time to apply their skills. In a small minority of lessons, introductions are too long and not suitably pitched to match all ability levels.

The curriculum provides imaginative opportunities for learning. It makes a good contribution to the development of pupils' talents especially in music and art, and through a range of sporting activities and clubs. Older pupils go on residential visits and all pupils benefit from trips and visitors, although experiences to extend their knowledge of other cultures and faiths are few. In its bid to raise attainment, the school has rightly concentrated on developing literacy and numeracy skills. Good examples exist of these skills, as well as information and communication technology, being used effectively across subjects. However, much depends upon the flair and creativity of individual teachers as the school lacks a formalised and consistent approach to cross-curricular planning.

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A recent building programme has led to the creation of spacious and welcoming learning areas to effectively meet the needs of groups and individuals. There are well embedded arrangements for the care of all pupils and all-round development is a priority. Pupils are known as individuals and their potential is recognised. Support for pupils whose circumstances make them vulnerable is good and leads to significant improvement in progress and well-being, often as a result of effective partnerships with outside agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have a shared determination to move the school forward, building upon areas of strength and tackling key areas of weakness. Consistently high expectations and enthusiasm are transmitted to staff, who work well together and share leaders' ambition. Challenging targets are set to raise attainment, leading to improved outcomes for pupils. The governing body is supportive and is actively involved in the school's work; it is developing its monitoring role. Partnerships with other schools and institutions effectively aid staff development and provide further opportunities for pupils which the school alone cannot offer. For example, recent extension of the Year 1 outdoor area resulted from working with local schools, and older pupils benefit from facilities provided by a local technology centre and secondary school. The school promotes equality of opportunity and tackles discrimination well. Individual skills and talents are nurtured well. Gaps between different groups of pupils have been identified and are closing, and the school recognises where further improvement can be made to overcome any further variation in performance. Clear policies and procedures ensure the safeguarding and welfare of pupils, in line with government requirements. The school promotes community cohesion satisfactorily. Partnerships with the local community are well established but the school is at an early stage of devising ways to reach out to other communities nationally and globally.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class so that, by the time they enter Year 1, most reach the levels expected for their age and some exceed them. They make good progress in their personal development to become increasingly independent and make their own choices. They co-operate, share and develop positive relationships. Behaviour is good. Children learn how to keep safe and healthy because of the emphasis placed on welfare by staff. Teaching is good, with an effective balance between adult-led tasks and those children choose for themselves. The development of literacy is nurtured through a 'word rich' environment and the teaching of linking letters to sounds, both of which have a positive effect on attainment. The well-organised classroom covers all areas of learning and children benefit from regular access to the outdoor area, although there are lost opportunities to creatively develop this area to extend the curriculum. Adults are committed to ensuring children make good progress and work well together as a team. The development of 'learning journals' and new assessment systems mean that staff gather pertinent information about children's development for use in planning. This has been as a result of clear identification of strengths and weaknesses by those in charge.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Please turn to the glossary for a description of the grades and inspection terms

Stage	
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Views of parents and carers

Most questionnaire returns from parents and carers are positive. All agree that their children enjoy school and that they are helped to have a healthy lifestyle. A very small minority disagree that the school is led and managed effectively. Discussion with leaders and staff and the good outcomes for pupils indicate that the school has effective management systems in place. A few parents and carers feel they could be better informed about their children's learning and progress: the inspection judged this to be an aspect that could be better addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Radford Semele CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 172 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	57	26	43	0	0	0	0
The school keeps my child safe	31	52	28	47	1	2	0	0
My school informs me about my child's progress	19	32	36	60	4	7	1	2
My child is making enough progress at this school	26	43	30	50	4	7	0	0
The teaching is good at this school	28	47	28	47	2	3	0	0
The school helps me to support my child's learning	19	32	37	62	1	2	3	5
The school helps my child to have a healthy lifestyle	18	30	41	68	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	37	33	55	1	2	0	0
The school meets my child's particular needs	22	37	35	58	2	3	0	0
The school deals effectively with unacceptable behaviour	19	32	34	57	3	5	0	0
The school takes account of my suggestions and concerns	9	15	39	65	5	8	1	2
The school is led and managed effectively	13	22	38	63	6	10	0	0
Overall, I am happy with my child's experience at this school	34	57	24	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 November 2010

Dear Pupils

Inspection of Radford Semele CofE Primary School, Leamington Spa, CV31 1TQ

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you and looking at your work. We were impressed by the attractive way adults display your work and encourage you to enjoy reading books.

You attend a good school and most of you make good progress. By the time you leave the school, you reach levels above those expected for your age, especially in reading and mathematics and you are all improving in writing. This is because teachers make sure learning is interesting and tasks are well matched to your abilities. Adults at your school take good care of you; because of this, you feel safe and you all get on well together. Your behaviour and attendance are good.

To help you and the school to do even better, we have asked your headteacher and his staff to make the following improvements:

- to make sure teachers' marking helps you to understand how to improve and gives you the chance to think about how well you have done
- to regularly check the information adults have about your progress to make sure you are all doing as well as you can
- to strengthen links with your parents and carers, and involve them more fully in your learning
- to establish more links beyond the immediate locality, to help you gain a greater understanding of people from different faiths and backgrounds and belonging to a wider world.

All of you can help the school to achieve these things by always trying your best.

Yours sincerely

Vivienne McTiffen

Lead inspector

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