

Radstock Primary School

Radstock Lane, Earley, Reading RG6 5UZ

Inspection dates

12–13 December 2012

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

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good throughout the school and, as a result, pupils make good progress. The teaching of English is outstanding and pupils make rapid progress in this area of learning.
- Pupils' behaviour is a particular strength of the school. It is evident in all aspects of school life; in lessons, the playground, lunch hall and around the school.
- The headteacher, well supported by the governing body, has provided strong leadership, driving improvements in teaching and learning. As a result, the school and governors have a clear understanding of what is effective and what needs to improve.
- A key improvement since the last inspection is in the Early Years Foundation Stage, which is now ensuring children make outstanding progress.
- The school has a clear view of its own strengths and weaknesses because of its rigorous checks on teaching and pupils' learning.
- Pupils' needs are met very well and as a result they show very positive attitudes to learning. Pupils feel safe in all aspects of school life and have a clear understanding of bullying and how to stay safe.
- The school works well with parents and provides a range of workshops and other events. This has been particularly effective in helping pupils who are new to the English language. They make outstanding progress and are fully involved in the life of the school.

It is not yet an outstanding school because

- Mathematics teaching in Key Stage 1 and Key Stage 2, although good, does not always ensure that the work pupils do is well linked to real-life contexts or experiences.
- Opportunities to share the excellent practice in the teaching of mathematics that exists across the school are limited.
- In mathematics, pupils do not always have enough guidance on what they need to do to make better progress and this prevents them from taking more responsibility for improving their work.

Information about this inspection

- Inspectors observed 24 lessons, of which three were undertaken jointly with the headteacher and deputy headteacher. In addition, the inspection team made a number of shorter visits to lessons to focus on specific aspects, such as links to pupils’ spiritual, moral, social and cultural development and how well teachers check pupils’ ongoing learning. Inspectors listened to pupils read and visited the Foundation Stage Nativity.
- Inspectors had discussions with groups of pupils, the headteacher, senior leaders and other teachers. The team also met with governors and with a local authority officer.
- Inspectors took account of the 109 responses to the Parent View online questionnaire. A member of the inspection team also spoke to some parents in the playground.
- A member of the inspection team spoke with pupils from the school breakfast club.
- Inspectors looked at a number of documents, including the school’s own data on pupils’ current progress, and planning and monitoring documentation. Their records relating to behaviour, attendance and safeguarding were also reviewed.
- Documentation regarding the management of teacher performance was examined.

Inspection team

David Storrie, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Susan Hunnings

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The percentage of pupils from minority ethnic backgrounds is above average, as is the number of pupils who have English as an additional language.
- Fewer pupils than average are known to be eligible for the 'pupil premium' (the extra money provided by the government to support children in care, those who get free school meals and service children).
- The proportion of disabled pupils and those who have special educational needs and who are supported at school action is below average. The proportion of pupils supported at school action plus or who have a statement 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.

What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics so that it is outstanding by:
 - sharing best practice in teaching so that all teachers have a clear understanding of how to ensure rapid progress for all pupils
 - developing a consistent approach to mathematics marking, ensuring high quality feedback that enables all pupils to take more responsibility for improving their work
 - ensuring mathematics teaching is linked consistently to real-life contexts or experiences.

Inspection judgements

The achievement of pupils is good

- Children's knowledge and skills when they start school are in line with national expectations for their age. During their time in the nursery and Reception classes, they make outstanding progress in developing a range of skills, including their knowledge and understanding of literacy and numeracy.
- Pupils' attainment is generally above average. Progress is outstanding in reading and writing and good in mathematics. Nearly all pupils make at least the expected amount of progress in both key stages.
- Reading is encouraged and promoted throughout the school and, as a result, pupils are very enthusiastic and make excellent progress. Pupils make a good start in learning to read because phonics (the sounds letters make) is taught very well. Pupils in Key Stage 2 have effective well-planned reading sessions. They have developed good skills for reading new and difficult words because they are well supported by teachers and other staff. Pupils read regularly and with enjoyment.
- The school has a very clear emphasis on developing key literacy skills, so pupils are fully prepared for the next stage in their education. In mathematics, pupils do not always have the opportunity to practise their skills in real life contexts. This limits their understanding of how mathematics can help in everyday situations.
- Pupils use feedback from staff well to drive their own improvements in learning. Feedback, though, is not yet as well developed in mathematics as it is in English. Because of this pupils, do not always have enough opportunities to improve their work and learn from their mistakes in order to make even better progress.
- Pupils who speak English as an additional language are given intensive one-to-one help and guidance so that they can quickly gain the necessary language skills. As a result of this support, this group of pupils make outstanding progress.
- The school has been quick to address the slight drop in progress last year of those pupils identified as having special education needs, or eligible for the pupil premium. As a result, the progress of this group has improved and the gap between them and others in their age groups is closing rapidly.

The quality of teaching is good

- Almost all teaching is at least good, and some is outstanding. Teachers have high expectations of pupils in terms of their levels of work and behaviour. They use their good knowledge of their subjects to carefully plan lessons and ensure that pupils make at least good progress.
- Teachers across the school consistently use the same effective approaches to the teaching of how to link sounds and letters (phonics). As a result, pupils quickly become confident readers and use these skills well to help them learn.
- In English, the very effective marking of pupils' work enables pupils to get immediate feedback and improve their work, reaching aspirational targets. This is particularly evident when teachers give pupils time to respond to their written comments. There is good practice in mathematics marking and feedback to pupils. This, though, is too inconsistent and best practice is not being shared to enable teachers to develop their practice further.
- Pupils are given time to discuss activities in lessons and this ensures they are highly reflective and supportive of each other in their learning. Pupils are encouraged in their discussions to make links to real-life contexts for learning during their English lessons. This was evident in a Year 3 lesson, where teachers made good use of the cold weather to enable pupils to create poetry about frost and snow. Pupils made rapid progress and used highly imaginative vocabulary. This very good practice is not yet as evident in mathematics lessons and teachers miss opportunities to enable pupils to use and practise the skills they have gained, in different

settings.

- The support for disabled pupils and those who have special educational needs and those eligible for pupil premium is effective. They develop these pupils' confidence by supporting them well in their learning. Behaviour is well managed by staff, with very high expectations evident throughout the school.
- Spiritual, moral, social and cultural education plays a significant part in the learning of pupils throughout the school and in their lessons. This has contributed to a culture of thoughtful and reflective pupils who are fully committed to ensuring that their own learning and that of others progresses.

The behaviour and safety of pupils are outstanding

- Pupils are enthusiastic and responsible learners. They clearly enjoy school and, as a result, attendance is high. They behave well in the vast majority of lessons and are exceptionally sensible and thoughtful towards each other. They are considerate, friendly and keen to help each other when working in pairs or groups.
- Pupils are adamant that there is no bullying. They say that sometimes pupils fall out but that teachers respond swiftly to help sort this out. Parents and carers agree that the school deals with bullying effectively should it arise. They have a clear understanding of how to deal with bullying and keep themselves safe in all contexts, including when using the internet.
- Pupils' enjoyment of school is evident. This view was supported by all parents who responded to the online survey 'Parent View' and results in pupils being very proud of their school; as one pupil put it: 'I love Radstock; they have helped me become really passionate about reading!'
- Pupils will challenge others on the occasions when they are not demonstrating exemplary behaviour. For example, one pupil in a Year 3 English lesson said, 'I think we should really focus on getting the best words we can.' This re-focused the other pupil on their learning.

The leadership and management are good

- Ambitious leadership by the headteacher has created a sense of commitment and pride in all who are involved in the school. She is supported well by her leaders and managers, as well as an effective group of governors, who are all determined to ensure the school's continual development. As a result, the school has a clear capacity for further development.
- Pupils' learning is effectively supported by high quality planning and a good range of activities that go on each day. The school is a vibrant and exciting place which contributes significantly to pupils' spiritual, moral, social and cultural development. Literacy is very well supported in all subjects and there are examples of mathematics being used in the wider curriculum.
- The school has an accurate evaluation of its own strengths and areas for development. There has been a systematic approach to developing teaching and holding staff to account through a rigorous appraisal process. This has been instrumental in creating a climate that is passionate about English. Best practice has been very effectively shared to ensure teaching is helping all pupils make rapid progress. The sharing of best practice is less evident in supporting teachers to develop their skills in the teaching of mathematics.
- The school effectively engages with parents, for example through a range of parent workshops and events that are very well supported during the school year. Parents are almost universally positive about the school and its work with their children, as shown in the online parent survey (Parent View).
- Considerable thought has gone into the use of the pupil premium. It is being used effectively to fund additional workshops and one-to-one tuition to assist pupils in areas of learning in which they require support.
- The school's arrangements for safeguarding pupils meet statutory requirement and are effective
- The local authority have supported the school effectively since the last inspection through

helping to improve teaching outcomes, particularly for those eligible for extra government funding, the 'pupil premium'.

■ **The governance of the school:**

- Governors understand the strengths and areas for development of the school through regular involvement in the continuous checks of the school's performance. They challenge the headteacher and support school improvement well. Their effective engagement with parents through school events enables them to gain a clear understanding of how the school can improve further. Governors monitor the progress of pupils who are eligible for pupil premium funding and play a part in decisions taken that link teachers' salary progression to pupils' progress and the standards attained. They continue to increase their knowledge and skills, and so become even more effective, by attending training. The governing body fulfils its statutory duties to ensure pupils are kept safe.

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	109927
Local authority	Wokingham
Inspection number	403098

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Jason Walker
Headteacher	Drusilla Derrick
Date of previous school inspection	29–30 November 2007
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