

Radbrook Primary School

Calverton Way, Bank Farm Road, Shrewsbury, SY3 6DZ

Inspection dates 17–18 October 2013

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.

- Pupils' behaviour is excellent. The school is a calm and purposeful place where outstanding manners are the norm. Pupils enjoy school and attendance is high.
- Pupils' achievement is good because pupils enter the school with standards that are broadly typical for their age and leave with attainment that is above national averages.
- Pupils make good progress as they move through the school. The dip seen in 2012 has been reversed. Most pupils now achieve well, especially in mathematics.
- Teaching is good. Staff use questions well, both to assess what pupils know and to encourage them to work things out for themselves.
- The headteacher, senior team and governing body take a strong lead in driving improvement. Rigorous checks on teaching and good use of training and support for individual teachers have improved classroom practice and pupils' achievement.
- The spiritual, moral, social and cultural development of the pupils is strong and at the centre of the school's work.
- Outstanding care, support and guidance ensure that pupils feel extremely safe and well cared for.

It is not yet an outstanding school because

- In a few lessons, teachers take too long to explain to pupils what they need to do and this slows their learning.
- Teaching does not always meet the needs of all pupils. Not all teachers model how to present work or to solve problems at the start of the lesson so that less able pupils understand how to set about getting the right answer.
- Teachers' marking does not always make clear exactly how pupils should improve their work and teachers sometimes do not consistently provide opportunities for pupils to respond to the advice they are given in lessons.

Information about this inspection

- Inspectors observed parts of 18 lessons, including three shared observations with members of the senior leadership team. Inspectors listened to several pupils read and looked at samples of their recent work.
- Meetings were held with the headteacher, teachers, members of the governing body and a representative from the local authority. Discussions also took place with groups of mixed ability pupils.
- Inspectors scrutinised a variety of school documents, including: the school’s self-evaluation; the school development plan; behaviour records; governing body documents; and documents relating to the management of teachers’ performance.
- The views of the 98 parents who responded to the online questionnaire, Parent View, were taken into account. Inspectors also considered the views expressed in 17 questionnaires returned by school staff.

Inspection team

Steven Cartlidge, Lead inspector

Additional Inspector

Diana Pearce

Additional Inspector

Sandra Ewing

Additional Inspector

Full report

Information about this school

- The school is a larger than the average-size primary school.
- The proportion of pupils from minority ethnic backgrounds and those speaking English as an additional language is below average
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- A below average proportion of pupils are known to be eligible for the pupil premium (extra funding from the government for pupils in local authority care and those known to be eligible for free school meals).
- The school meets the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that the quality of teaching is consistently effective and increase the proportion that is outstanding by ensuring teachers:
 - give pupils clear advice when marking their work and involve them more regularly in the assessment of their work, so that they are clear about what they can improve
 - give pupils time to respond to the advice they are given in lessons
 - ensure that lessons are carefully planned and organised to meet the needs of all pupils
 - model ways of approaching problems and presenting work at the start of the lesson so that all pupils, particularly the less able, can see what they are to do
 - offer explanations that are not too long so that no time is lost and pupils have more time to work independently.

Inspection judgements

The achievement of pupils is good

- Children in the Early Years Foundation Stage enter with skills and experiences that are broadly typical for their age. All have a positive attitude to learning and this has had a good impact on their progress, with the vast majority over time making good or better progress and reaching a good level of development. Due to the strong focus on teaching the skills of early reading and writing, children are well prepared for Year 1.
- At the time of the previous inspection standards were above average in both Key Stage 1 and Key Stage 2. This was not maintained in 2012, when standards fell in Key Stage 2 to national averages. In 2013, however, standards were once again above national averages in both Key Stages. Pupils currently in the school display very positive attitudes to learning and the vast majority of Year 6 pupils are on track to repeat the above average standards seen last year and are making good and often better progress.
- Over the past year the school has improved the organisation and use of assessment information to track the progress made by individuals and groups. The introduction of an on-line 'live' tracking system has helped identify which pupils need support and has improved the overall progress they make. The most able in the school are identified quickly, set appropriate and challenging work and achieve well. Progress from the Early Years Foundation Stage to Year 6 is good or better for all groups of pupils, including those from different cultures and backgrounds.
- Recently, standards in reading for pupils in upper Key Stage 2 have not always been as high as those in other areas. The school has focused a great deal upon improving this and the data the school holds on pupils' reading now indicates a much stronger picture, with the majority of pupils from all age-groups reading well.
- Disabled pupils and those who have special educational needs receive specific additional help in lessons on an individual basis. Teaching assistants work effectively to help pupils grow in confidence and make good progress towards their individual targets.
- The school is making very good use of its pupil premium funding. The introduction of a children's mentor, one-to-one tuition and funding for additional educational resources, for example, are helping pupils to make good and sustained progress. As a result, the gap of two terms in English and mathematics between these pupils and their classmates in 2012 narrowed to just one term in 2013.
- The school has started using the new primary sports funding by employing a sports coach for two days a week and a full-time physical education apprentice. Pupils are already talking enthusiastically about the new sport activities available at lunch time and after school, but it is too early to evaluate the impact of these initiatives on how well pupils are developing healthy lifestyles and better physical wellbeing.

The quality of teaching is good

- The headteacher has done a great deal since the last inspection to transform the quality of teaching. A key strength has been that through his leadership, he and his senior team frequently provide examples of excellent practice. He has maintained the school's strong focus on continually improving skills by coaching other staff. All staff have high expectations of what the pupils can achieve and of their behaviour. Because pupils are keen to live up to the

expectations of the adults around them, this helps them to make good progress.

- In the Early Years Foundation Stage, effective use is made of the whole learning environment including the outdoor area to promote good learning. During the inspection children had the chance to work on a '3 Little Pigs' topic, which involved children working together in teams to tell the story and allowed some to take on a leadership role. Because the activity interested the children and they were highly enthusiastic, their language developed well. The strong emphasis on promoting writing is also having an excellent impact on children's skills and progress.
- Teachers use questioning well to consolidate and extend learning. For example, in a Year 6 English lesson pupils made excellent progress in understanding a character from a story they were studying. The teacher used questions very well to prompt pupils to think of alternative ways of using descriptive language and pupils worked in pairs to assess their progress using sophisticated subject-specific vocabulary. Occasionally, teachers' introductions to learning go on for too long when pupils are capable of moving on more quickly and this slows their progress unnecessarily.
- Teaching assistants work well in partnership with teachers to support individuals, including disabled pupils and those who have special educational needs, the most-able pupils, and those eligible for the pupil premium. Their progress is carefully checked to ensure that they are achieving their learning targets.
- Teachers' marking of pupils' work is generally thorough and supports pupils' progress. However, in a few instances, marking does not provide pupils with clear guidance on what they need to do in order to improve, and teachers do not always check that pupils have responded to the comments and learned from the advice given.
- Occasionally lessons are not as well organised as those seen in the best teaching, and activities not always closely matched to the pupils' individual abilities and needs. As a result, some pupils, mainly the less able, do not understand clearly what is expected of them and there is not enough modelling of the 'right' answer by teachers at the start of a lesson.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is typically excellent in and around the school. Pupils are consistently polite to each other, to staff and to visitors. This is shown in the very calm arrival of the pupils each morning and the sensible way that they move around the school site. The school's strong focus on the personal development of the pupils supports their social and moral development very effectively.
- Pupils say that behaviour is always well managed. They have a clear understanding of the sanctions that will be used if they should fall below teachers' high expectations. However, they told inspectors that teachers never allow learning to be disrupted by any misbehaviour, however slight. Staff and parents agree.
- Pupils have excellent attitudes to learning which has a positive impact upon their achievement. They listen carefully to the explanations of staff and to the ideas of others. This was very well illustrated in a personal, social, and health education lesson for Year 3 and 4 pupils who were designing 'Welcome Packs'. Pupils listened avidly to each other's writing tasks and then animatedly joined in paired discussions about the strengths and areas for improvement each had. Work is usually neatly presented, and pupils take pride in themselves and their school.

- Pupils understand the difference between real bullying and the odd unkind word and know that inappropriate behaviour is never tolerated in school. Pupils understand how to keep safe and can explain what cyber-bullying is and what to do if it occurs. Attendance is high and pupils arrive punctually.
- The great majority of staff and parents agree that behaviour at the school is good. The vast majority of the parents and carers who responded to the online questionnaire (Parent View) would have no hesitation in recommending the school to others.

The leadership and management are good

- Teachers and governors are ambitious for the school to do well. The headteacher provides very determined leadership, promoting a clear focus on continual improvement and offers teachers and parents a clearly articulated vision for the future. Subject leaders and other staff with leadership responsibilities are well-supported and lead their areas well.
- The headteacher's rigorous analysis of pupils' progress and his accurate evaluation of the school's work provide all teachers and the governing body with a clear understanding of the school's performance, including in the Early Years Foundation Stage. This ensures that improvement planning is sharply focused on identified weaknesses. This is seen, for example, in the successful action recently taken to raise attainment in reading and mathematics and demonstrates the school's capacity for continued improvement.
- The leadership of teaching is good and the school places a high priority on improving teaching through good quality training. Teachers' performance is checked and information is used from lesson observations and from information about pupils' progress to set teachers' targets for improvement. There is a clear understanding that decisions about promotion and pay rates will be based on the impact of teaching on pupil progress.
- Pupil premium funding is used effectively and has helped develop the role of teaching assistants. Pupils identified in need of additional support, including those eligible for pupil premium funding, disabled pupils and those who have special educational needs, are well supported. The school evaluates its expenditure on the supported provided by collecting data which shows that pupils are making similarly good progress to their classmates.
- School leaders ensure that different groups of pupils have an equal chance to succeed, and they tackle any instances of discrimination effectively.
- The broad range of topics and subjects taught promotes a positive attitude to learning in pupils across all subjects and this leads to pupils achieving well. Pupils' learning is enhanced through various clubs and out-of-school activities. Pupils' spiritual, moral, social and cultural development is a key strength, epitomised by a highly successful day held during the inspection to raise funds for various local charities.
- Primary school sport funding is being used to employ a sports coach for two days a week plus a physical education apprentice. In the early part of the school year, the school organises various inter-schools sports events and encourages all pupils in Years 1 to 6 to join in.
- The local authority is providing the school and headteacher with good support.
- **The governance of the school:**
 - The governing body is well-informed. It challenges school leaders and holds them to account

for students' achievement. By using the data available, it compares school performance with that of schools nationally. Governors also strongly support the school and its leaders. They have a deep insight into the quality of teaching and its impact on students' learning. They manage the performance of staff effectively and are rigorous in ensuring that the salary progression of staff is justified by the outcome of students' progress and achievement. Governors check carefully on the use of additional funds from the pupil premium in improving the achievement of eligible students. Explanation and action from school leaders and managers are called for when performance does not advance as intended. The governing body oversees the management of finance and resources expertly. Governors rigorously check safeguarding practice and, as a result, safeguarding procedures meet current legal requirements.

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	123448
Local authority	Shropshire
Inspection number	427091

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair	David Emmerson
Headteacher	Peter Rickard
Date of previous school inspection	25 November 2008
Telephone number	01743 232895
Fax number	01743 231348
Email address	admin@radbrook.shropshire.sch.uk

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