

Radley Church of England Primary School

Church Road, Radley, Abingdon, Oxfordshire, OX14 3QF

Inspection dates 17–18 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- After a period of staffing difficulties, the headteacher and governors have established stability which has led to good and rapidly improving pupil achievement, particularly in the early years.
- Pupils make good progress and reach standards above those nationally in reading and writing.
- Most teachers use their knowledge of what classes can already do to set work which stretches pupils of all abilities. Exciting topics motivate pupils to do their best most of the time.
- Pupils' good behaviour and attitudes to work support their achievement well. They show respect to adults and pupils, and are well mannered and courteous.
- Warm and friendly relationships between staff and pupils ensure that pupils feel safe and know how to ask for help if they need it. They are very proud of their school and community.
- Parents and carers regularly have the opportunity to work alongside their children in school. They are very happy with the work of the school.
- Teaching and learning continue to improve in school because leaders monitor pupils' progress and the quality of teaching carefully. They use their findings to plan development and training activities.
- Governors use finances to support improvement across the school, using their understanding of pupils' achievement information to identify key areas. They hold the school to account for the progress pupils make.
- In the early years, children make good progress because teachers use their assessment of what they know to offer a wide range of exciting experiences.

It is not yet an outstanding school because

- Not all teachers use their understanding of what pupils already know to plan appropriately challenging learning activities for pupils of all abilities throughout the day.
- There is not yet a consistency in questioning, marking and feedback to enable pupils to know how to improve their work in all subjects.

Information about this inspection

- The inspector observed pupils' learning in 12 lessons and looked at pupils' workbooks.
- She observed pupils' behaviour in lessons, around the school, and at break and lunchtimes. She had a formal discussion with the school council and informal discussions with other pupils.
- The inspector took account of the 43 responses to the online questionnaire, Parent View. She also took account of the 19 responses to staff questionnaires.
- The inspector met with parents, the headteacher, other school leaders and a group of governors, and held a telephone discussion with a representative of the local authority.
- The inspector looked at school documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, the school's self-evaluation, plans for improvement and information relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Years 1 and 2, 3 and 4, 5 and 6 are taught in mixed-age classes.
- Children attend full time in the Reception class and part time in the Nursery.
- Most pupils are White British and very few pupils speak English as an additional language.
- The proportion of pupils who are eligible for support from the pupil premium is well below average. This funding is extra financial support from the government for those pupils who are known to be eligible for free school meals or who are in the care of the local authority. Currently, a very small number of pupils are supported by this funding.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school received SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection in November 2014.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There has been considerable staffing turbulence in the last two years. The headteacher joined the school in September 2013. There is a temporary teacher covering a family leave in Years 3 and 4, and a new teacher joined Years 5 and 6 in January 2015. An acting deputy headteacher was appointed in November 2014.

What does the school need to do to improve further?

- Increase the rate of pupils' progress by improving the consistency in teaching through:
 - ensuring that all pupils, across the wide age and ability range in each class, have work which stretches or supports them appropriately in all parts of their lessons
 - developing staff skills in using questioning, marking and feedback so that pupils know how to improve their work in all subjects.

Inspection judgements

The leadership and management are good

- The headteacher and subject leaders check the work of the school to identify appropriate areas for improvement. In spite of some turbulence in staffing in the last two years, they have been particularly effective in raising the achievement of children in the early years and in building upon the good achievement across the school.
- Governors have undertaken appropriate training so that they can use evidence from pupils' progress tracking to target areas which need to improve. They ensure that the school's budget focuses upon these aspects and then monitor the effectiveness of this work through the appraisal system.
- Teaching is good and is improving, being checked accurately and regularly. Effective management of staff performance and carefully chosen training ensure that staff and school needs are met. Leaders recognise that there is currently not sufficient attention to ensuring that the very wide age and ability range in classes is matched at all points by an appropriate level of challenge.
- Subject leaders manage their subjects well. They check the progress pupils make and provide training for staff in areas which need to improve.
- Parents and carers share in special occasions, workshops and lessons. During the inspection, they expressed a high level of satisfaction with what the school provides for their children.
- Safeguarding policies are followed carefully and meet statutory requirements.
- The school's commitment to equal opportunities is demonstrated by the way in which its finances are used to support pupils' progress across a wide range of backgrounds and abilities. It works hard and successfully to eliminate any form of discrimination.
- The school uses its additional funding effectively to support the small number of pupils who are eligible for the pupil premium. They are supported and stretched through one-to-one teaching, small-group support, visits and clubs. They achieve well in spite of the complex difficulties faced by some.
- The primary school physical education and sport funding has provided extra coaching to develop pupils' skills and attitudes across a wide range of sports and to help staff to develop their skills in this area.
- A wide range of highly motivating topics enable pupils to apply their basic English and mathematics skills across a wide range of subjects. Visits, visitors and special focus weeks bring these topics to life in exciting and imaginative ways.
- The school has a strong focus on traditional British values which helps pupils to develop an understanding of tolerance, respect, forgiveness, and striving for the best. Pupils learn about elections as they vote for representatives to the school council.
- Pupils' opportunities for spiritual reflection in assemblies or during their lessons help them to understand their contribution to the world. They examine the many moral challenges in society and develop strong friendships and social relationships.
- Pupils learn about different faiths and cultures throughout the curriculum and in their links with a school in Gambia. They talk respectfully about the cultures and faiths of people with diverse backgrounds.
- The local authority has given valuable support to the school, particularly in developing the early years.
- **The governance of the school:**
 - Governors bring their professional expertise to their roles in school and have undertaken a skills audit to ensure that any additional governors complement those areas not yet covered. They undertake a wide range of training to support their understanding of the many sources of evidence about pupils' achievement, including the information from tests and teachers' assessments. They use this to plan appropriate development, funded by the school's budget, and then monitor its effectiveness.
 - Governors make sure that additional funding, such as the pupil premium, is spent to the best effect on those pupils eligible for this support, and then check their progress carefully.
 - Through the appraisal system, governors hold staff and leaders accountable for pupils' achievement. They use this information to make accurate decisions about staff pay and career progression.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They persevere with their work and concentrate even when they find difficulties. Their good behaviour and attitudes help them to make good progress and help everyone to be happy in school.

- Pupils enjoy helping each other to learn and cooperate, and readily share information in class. In a mathematics lesson in Years 3 and 4, pupils helped each other with calculations in a capacity lesson, while in Years 5 and 6, they helped others in their group to understand the correlation between decimals, fractions and percentages. They also enjoy working on their own. In a writing lesson in Years 1 and 2, they concentrated carefully on achieving their very best in their own pieces of work.
- There is a purposeful and cheerful atmosphere in all year groups. Pupils treat each other and adults with courtesy and respect, and particularly enjoy activities which are fun. They work hard for the rewards they receive for their work and behaviour.
- There were no disruptions to lessons during the inspection and records show that this is generally the case. The few problems which arise at playtime and dinnertime are dealt with urgently and effectively by the playground buddies, supported by staff.
- Pupils enjoy their responsibilities as buddies and in representing their classes on the school council. They greatly enjoy the increased sporting opportunities and are very proud that they often win competitions in netball and swimming.
- Pupils talk excitedly about the topics and subjects across the curriculum. For example, they study the rainforest, South America, the Egyptians and world climate. They are particularly proud of gaining second place in a high-profile science competition which had 500 teams involved.

Safety

- The school's work to keep pupils safe and secure is good. Pupils talk about lessons where they learn about dangers in the world, such as from mobile phones, the internet or strangers. They say that they feel safe in school because everyone cares about them and adults will always help if they need it.
- Pupils act and behave in a way which keeps themselves and others safe. Even when they are excited on the playground, they take care not to hurt others. They talk about the values which guide school life and help them to develop respect and tolerance of people across many differences. Their link with a Muslim school in Gambia supports this awareness and helps them to protect themselves from the dangers of radicalisation. Name-calling and racist behaviour are rare, and dealt with urgently when reported to staff.
- Pupils say that behaviour is generally good and that everyone tries to help those who find behaving difficult. They say that if bullying happens on rare occasions, it is dealt with effectively. They learn about the various kinds of bullying, including those from the internet and mobile phones.
- The school site is secure and all necessary checks are carried out on visitors and before appointing new staff.
- Attendance is in line with the national average. All absences are followed up efficiently and outside agencies used appropriately.

The quality of teaching

is good

- Teaching is consistently good over time. Teachers use school tracking systems well to monitor pupils' achievement and target any areas of under-performance through extra interventions.
- Pupils generally learn well and make good progress in reading, writing and mathematics because most teachers understand what pupils can do and plan work which stretches pupils of all abilities.
- Generally, teaching assistants make a valuable contribution to pupils' progress by supporting particular ability groups to practise skills taught in the main lesson.
- Staff establish a good focus on learning. They have built good relationships and pupils appreciate praise and rewards for hard work. They also enjoy the fun they have in lessons.
- Teachers ensure that pupils make good progress in phonics (letters and the sounds they make) and this has improved over the last two years. Teaching focuses very specifically on pupils' next learning steps and those who have completed the phonics programme move on to more advanced spelling strategies.
- Reading, writing and mathematics are taught well so that pupils are able to apply what they have learned in investigations, research or extended pieces of writing.
- Teachers use homework to give extra practice in reading, spelling and mathematics skills, and to encourage pupils to build models or extend their learning across the many subjects offered.
- Staff develop pupils' spiritual, moral, social and cultural awareness through all subjects and experiences. In group work, pupils learn to work together, and on the playground they play happily. Staff offer activities which help pupils explore what it means to be respectful and tolerant of people of all backgrounds and faiths.
- Teachers ensure that there are many opportunities to explore what it means to be British and for pupils to

experience British values in real-life situations, as in the letters written by Years 5 and 6 where persuasive arguments were built to ask the headteacher to let them go to see the rainforest in South America.

- Where pupils make the best progress, teachers and teaching assistants ask perceptive questions and give detailed feedback which deepen pupils' knowledge, but this is not yet happening throughout all lessons. Most marking helps pupils to know how to improve their work, but this is not as well developed in some classes in mathematics as it is in writing.
- Sometimes, the pace of lessons is not judged well enough to ensure pupils' best progress. When this happens, some pupils lose concentration and make slower progress.

The achievement of pupils

is good

- Children's skills and abilities when they enter the Nursery fluctuate from year to year but are very broadly in line with those typical for their age.
- In the 2014 Year 1 phonics screening check, children reached levels above those nationally.
- At the end of Year 2 in 2014, pupils achieved levels which were above average in reading, writing and mathematics. From their levels of achievement at the end of the early years, they had made good progress.
- Pupils in Year 6 read extremely well and, as pupils move through the school, they develop a love of reading and a secure understanding of what they read. They enjoy a wide range of books and authors, and can explain what they enjoy about them.
- The small number of disabled pupils and those who have special educational needs make good progress because they are identified at an early stage. Their development is tracked carefully and they are well supported.
- In 2014, the achievement of pupils in Year 6 was above average in reading and writing, and broadly in line in mathematics. Progress tracking and work in pupils' books shows that achievement in all these areas is now good. The proportions of pupils making much better than expected progress are increasing because of the improvements that leaders have made.
- There are very small numbers of disadvantaged pupils across the school and they all make good progress in spite of some complex difficulties and special educational needs. These pupils were nine terms behind their peers in school in mathematics, six terms behind in reading, six terms behind in writing, and three-and-a-half terms behind in English spelling and grammar. They were six terms behind other pupils nationally in mathematics, four-and-a-half terms behind in reading, six terms behind in writing, and seven-and-a-half terms in English spelling and grammar.
- While pupils across all abilities make good progress, there are times when they do not make the maximum possible progress. This is because their work is not matched closely enough to their ability; furthermore, marking and feedback are not always detailed enough for them to be sure of how to improve their work.
- The most-able pupils in each class achieve high standards in reading, writing and mathematics. They have a wide range of opportunities across many subjects to apply their skills in problem solving, investigations and extended pieces of writing.
- All pupils enjoy the wide range of exciting topics, visits and the theme weeks which focus on particular subjects. During the inspection, there was a science theme week led by local scientists and pupils talked to the inspector very excitedly about light and fire.
- Themes have also focused on the link with the school in Gambia and pupils have been greatly affected by what they have learned about the lives of people from other cultures, faiths and places in the world. They were also able to talk about their visits to a local mosque and synagogue, which helped them to develop greater respect and tolerance of those who are different in some way to themselves.

The early years provision

is good

- Leaders have taken action which has transformed the early years since the last inspection. The provision in the department is now good and rapidly improving. Achievement at the end of Reception in 2014 had dramatically improved from 2013 and was broadly in line with national levels. In 2014, children entered Year 1 at levels which were closer to those nationally than in the past, and confident in their ability to learn. Children are on track to reach above-average standards at the end of this year.
- Children make good progress because staff have appropriate training. They assess children's achievement accurately and plan a wide range of exciting learning activities for children of all abilities and needs.

- There is an appropriate balance of activities chosen by the children and those led by staff to develop skills in all areas of the curriculum within a structure of highly creative themes. There is clear purpose to all activities, and children also develop very positive attitudes to learning and the ability to work together or alone.
- Children make a good start in their learning about phonics. Their current work shows a good level of achievement in applying this learning to their reading and writing.
- Learning both in the indoors and in the outdoor environment has been carefully structured so that children develop basic skills as they investigate their high quality surroundings.
- Children come to school happily and confidently, and their good behaviour helps them to focus on learning as they play. They concentrate on their activities and persevere until they are happy with their work.

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	123157
Local authority	Oxfordshire
Inspection number	448845

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Danielle Ashton
Headteacher	Grace Slater
Date of previous school inspection	4–5 November 2009
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