

Inspection of a good school: Radford Semele CofE Primary School

School Lane, Radford Semele, Leamington Spa, Warwickshire CV31 1TQ

Inspection dates:

13–14 November 2019

Outcome

Radford Semele CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Radford Semele C of E Primary School thrive socially and academically. They are supported to be successful. They develop into well-rounded citizens. Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND), to achieve success.

Pupils enjoy coming to the school. They feel safe and cared for. There is always someone to talk to if they have any worries. Pupils are polite and well-mannered and treat each other with respect. Pupils behave well, and bullying is rare. Should it happen, it is resolved quickly.

Staff have high expectations for all pupils. Pupils work hard in lessons and are keen to learn. They enjoy taking on leadership roles, such as prefects, eco-leaders and librarians. Residential experiences and opportunities to participate in local community events help pupils develop skills for the future.

Pupils are proud of their school. They try hard to live up to the school's values, which include friendship, generosity, perseverance and humility. This reflects the school's motto, 'A family of learners expecting the best'. Most parents and carers would recommend the school to others.

What does the school do well and what does it need to do better?

Much-needed changes have been made since the headteacher was appointed. For example, new subject leaders have been appointed. Leaders recognise they need support to carry out their roles. Teachers work with colleagues in local schools to share training and expertise.

Leaders have recently introduced well-written curriculum plans. While these plans are in place for all subjects, it is too early to see the difference they are making to pupils' overall achievement. That said, pupils really enjoy the new curriculum. They talk in depth about

what they have learned recently.

Teachers use assessment information effectively to identify any gaps in pupils' understanding. Teachers give pupils the help that they need to catch up quickly. Disruption in lessons is rare, because activities match pupils' needs well. Pupils' attainment in reading, writing and mathematics is in line with national averages.

Leaders foster a love of reading in pupils. The teaching of reading has a high priority in the school. Children begin to learn the sounds letters make as soon as they join the school. The books they read match the sounds that they learn. Pupils who fall behind are given the help they need to catch up. Most pupils read with accuracy and fluency. They understand what they read. Almost all pupils meet the expected standard in the Year 1 phonics screening check.

Pupils' develop a broad vocabulary. They access a range of books, which supports their learning in different subjects. Pupils talk with enthusiasm about their favourite authors. They especially enjoy the chance to read for pleasure and to read to younger pupils.

Pupils with SEND access the full curriculum. Teachers use external support well. For example, they follow guidance from the cognition and learning team to ensure that pupils' individual needs are met. As a result, pupils with SEND flourish and are successful.

Changes to the way mathematics is taught have had a positive impact on children's and pupils' learning. Leaders make sure that pupils have a deeper understanding of their work. Pupils apply their mathematical vocabulary well. In Reception, teachers focus on developing children's early mathematical knowledge. Children practise what they know. For example, they use different objects to represent numbers in different ways. Activities in the outdoor area also enhance children's understanding of mathematics. A group of children outside were measuring the depth of a puddle. They compared how much rainwater different containers hold. In key stage 1, pupils use equipment and solve calculations confidently. Older pupils can explain what strategies they have used and why. Most pupils achieve as well as other pupils do nationally by the end of Year 6.

Pupils' personal development is a strength of the school. Leaders enhance pupils' learning through a wide range of opportunities. Leaders organise many trips, and visitors come to the school to speak to the pupils. Year 6 pupils visited a museum to study what life was like as an evacuee in the Second World War. Pupils have 'specialist mastery classes' each week in subjects such as Spanish, computing, art and cookery.

Governors carry out their roles effectively. They are knowledgeable about the school and the community. They support leaders and staff well and hold them account. This helps to ensure that the good quality of education is maintained.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe and are safe. They learn how to stay safe, for example when they are

online. Staff understand that safeguarding is everyone's responsibility. The systems for checking that staff and volunteers are suitable to work with children are effective. The designated leaders for safeguarding know the pupils and the families well. They are well trained and know how to deal with a wide range of concerns. They work closely with other professionals to make sure that the most vulnerable pupils are supported.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently introduced a new curriculum. There are clear plans that develop knowledge and skills in every subject. However, as the planning has only recently been implemented, the full impact of it in terms of pupils' progress has yet to be seen. Leaders need to ensure that the curriculum plans for each subject are implemented well. They need to ensure that pupils can build on their knowledge and skills as they move through the school.
- A few curriculum leaders are new to their role and have not yet had sufficient training. They have not assured themselves that teachers have implemented the curriculum consistently. Leaders should develop the skills of new subject leaders to support teachers to put the curriculum into practice.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Radford Semele CofE Primary School to be good on 16 June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125665
Local authority	Warwickshire
Inspection number	10088572
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Cara Jenkins
Headteacher	Katie Benson
Website	www.radfordsemeleprimaryschool.co.uk/
Date of previous inspection	16 June 2015

Information about this school

- The headteacher was appointed in September 2018.

Information about this inspection

- I held meetings with the headteacher, assistant headteacher, subject leaders and other members of staff. I met five members of the governing body, including the chair. I also spoke by telephone to the school's improvement adviser.
- I took account of 37 responses to the Parent View free-text service and 36 responses to Ofsted's online questionnaire Parent View. I also reviewed 12 responses to the staff questionnaire.
- I considered information on behaviour, personal development, safeguarding and child protection.
- I focused deeply on reading, mathematics and history. I visited lessons, looked at pupils' work and spoke to subject leaders, teachers and pupils.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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