

Inspection of a good school: Radcliffe-on-Trent Junior School

Cropwell Road, Radcliffe-on-Trent, Nottingham, Nottinghamshire NG12 2FS

Inspection dates:

19 and 20 April 2023

Outcome

Radcliffe-on-Trent Junior School continues to be a good school.

What is it like to attend this school?

This is a welcoming and happy school. Pupils enjoy coming to school and say they feel safe. This is because leaders have created a strong sense of community within the school. Pupils say they feel part of the school as soon as they start. They know that all staff have high expectations of them. Pupils respond positively to these expectations.

Leaders and staff are ambitious for all pupils to achieve well. Leaders' clear vision extends beyond the academic curriculum. Leaders ensure that there is a broad range of clubs for pupils to attend and responsibilities to support their wider development. They are proud of the opportunities to make their school better with roles, such as the 'job squad', eco-representatives and school council. As one parent typically stated: 'This is a great school from the head down to all the teachers and support staff.'

Pupils behave well. They recognise the importance of being kind to one another. The school's 'be values' are central to leaders' expectations. As one pupil stated: 'These values are what make our school like it is.' Pupils say bullying does not happen but are confident adults will do something should it occur.

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

Pupils being able to read well and confidently is a curriculum priority for all staff at this school. Teachers are keen to ensure that every pupil develops a passion for reading. Pupils say they love reading. Teachers quickly establish an understanding of how well their pupils can read. Effective support enables pupils to catch up should they fall behind. Leaders provide a varied and wide range of books for pupils to access. These support different areas of the curriculum, such as developing an understanding of diversity and different cultures. Pupils read widely and frequently. Regular visits from authors and illustrators help generate an excitement for reading. Pupils achieve well in reading.

Leaders have established an ambitious and well-structured curriculum. Leaders make clear links within and across subjects. These links enable pupils to apply their knowledge

and deepen their understanding. Leaders have ensured that teachers have strong subject knowledge. This enables them to resolve pupils' misconceptions and adapt teaching to meet their learning needs. Leaders have identified the key 'sticky' knowledge pupils need to know and remember. Most of the time, teachers check on whether pupils have remembered this knowledge. They then provide opportunities for pupils to revisit through daily, 'previously' learned activities. However, in a few subjects, teachers are not checking regularly enough what pupils know and remember.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Clear plans share key information that staff need to provide these pupils with the right support. Leaders regularly check on the impact of support these pupils receive. They make sure staff have the knowledge to do all they can for pupils with SEND. Pupils talk positively about the help they get and how it has helped them to do well.

There is a very calm and orderly feel around the school. Pupils understand the expectations of them to behave well and be courteous. Pupils get on well together throughout the school day. The pupil 'ABCs', anti-bullying champions, educate other pupils about what bullying is. They help when pupils fall out to resolve issues. Pupils appreciate the 'worry boxes' around school to enable them to communicate their worries and receive support.

Pupils' personal development is a strength. Leaders ensure that there are a wide range of opportunities for pupils to gain rich learning experiences. These could be from reading books, visits from people with different careers, or visiting places of cultural significance. Pupils develop a deep understanding of British values. They learn about tolerance and the importance of learning about protected characteristics.

Leaders at all levels care about the well-being of staff. Staff appreciate this and are keen to do their best for the pupils. One member of staff typically stated: 'We work hard because we feel like the school is part of us.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders do all they can to ensure the safety of their pupils. Staff receive regular training and leaders check they remember what they have learned. This makes sure staff identify pupils who may need help. Leaders ensure that vulnerable pupils get the support they need. Leaders are not afraid to challenge when they feel this support does not go far enough. Thorough record-keeping tracks support. This is regularly reviewed.

Pupils say they feel safe. They learn how to keep themselves safe online and in the community. Pupils know adults will help them if they have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers are not checking regularly enough what pupils know and remember. As a consequence, there are inconsistencies in what pupils can recall about their learning. For example, some pupils in science are unable to remember key knowledge set out in the school's curriculum thinking. Other pupils are not always clear what they have learned about different religions. Leaders should ensure that all pupils are given support to be able to know more and remember more of the school's intended curriculum.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

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 information from Ofsted Parent View 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.

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	122670
Local authority	Nottinghamshire County Council
Inspection number	10267944
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair of governing body	Margaret-Anne Dickie
Headteacher	Clare Allsopp
Website	www.rotjs.notts.sch.uk
Date of previous inspection	14 February 2018

Information about this school

- The school makes use of one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and the special educational needs and disabilities coordinators.
- The inspector carried out deep dives in three subjects: reading, science and geography. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.
- The lead inspector met with four members of the governing body, including the chair.
- The lead inspector took account of the responses to the Ofsted Parent View survey, Ofsted's pupil survey and Ofsted's staff survey. The inspector spoke informally to parents outside the school.

- Records of attendance, behaviour and safeguarding were scrutinised. This included the school's single central record. The inspector also conducted meetings with leaders to discuss the safeguarding of pupils.
- The inspector considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
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