



# Radbrook Primary School

## Inspection Report

**Unique Reference Number** 123448  
**LEA** Shropshire  
**Inspection number** 281481  
**Inspection dates** 4 October 2005 to 5 October 2005  
**Reporting inspector** Doris Bell RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Calveton Way
<b>School category</b>	Community		Bank Farm Road
<b>Age range of pupils</b>	4 to 11		Shrewsbury SY3 6DU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01743 232895
<b>Number on roll</b>	255	<b>Fax number</b>	01743 231348
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Kieth Booles
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Wendy Brogden

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 4 October 2005 - 5 October 2005	<b>Inspection number</b> 281481
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

With 228 pupils (121 boys and 107 girls) this is an average-sized primary school. The number is set to rise to 250 as the year progresses and more children start reception in the spring and summer terms. All pupils are taught in mixed age classes. The school is set in a fairly advantaged area where supportive parents are involved in their children's education. Most children start school with good levels of skills and knowledge. The proportion of pupils with learning difficulties or disabilities is below the national average as is the proportion of pupils eligible for free school meals. A small number of pupils come from minority ethnic backgrounds but none is at the early stages of learning English.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school sees itself as satisfactory overall. However, inspectors found that the school is not effective enough. This is because pupils are not achieving as well as they should, teaching is inadequate, there are weaknesses in leadership and management and the school has not improved enough since the previous inspection. The school's systems for checking how well it is doing are not sharp enough and, even when weaknesses are accurately identified, they are not always followed up with effective action.

The quality of provision is good in the reception class and this results in the children making good progress. Throughout the school, pupils with learning difficulties and disabilities make satisfactory and sometimes good progress. However, for other pupils in Years 1 to 6, weaknesses in assessment, marking and checks to make sure that teaching meets pupils' needs, limit pupils' learning. This particularly affects more-able pupils and those who, if pushed that little bit further, might reasonably be expected to reach above-average standards. Targets are not set high enough for these pupils and consequently their rate of learning suffers.

Given the lack of improvement since the last inspection, the school does not demonstrate that it has the capacity to improve and it is not providing satisfactory value for money.

### What the school should do to improve further

- Raise teachers' expectations of more-able pupils and establish rigorous assessment systems that provide teachers with the information they need to plan suitably challenging work for all pupils.
- Sharpen the checks made on teaching and learning by clearly focusing on areas that require improvement, and take steps to ensure that teachers act to improve weaknesses.
- Improve teachers' understanding of their management roles and their individual and collective responsibility for whole school improvement.

## Achievement and standards

### Grade: 4

Children in the reception year get off to a good start and by the end of the year are already achieving good standards. From this point, most children, including the small number from minority ethnic backgrounds, make fairly steady progress and standards remain above average overall. Pupils with learning difficulties and disabilities make satisfactory and often good progress, to reach average standards in English and

mathematics by the end of Year 6. However, a significant minority of pupils, mainly the more-able, could do much better. Despite a lack of rigour in assessment, in the analysis of test results and in the tracking of pupils' progress, the proportion of pupils reaching the higher levels in the tests far exceeds the targets that the school sets. This shows that the targets are not challenging enough. In 2004, for example, the actual results were at least double the targets. Even so, not all pupils capable of doing so reached the higher levels. Teachers have started to set targets for their classes and groups within classes. However, the targets are not based on an accurate evaluation of where pupils are. They are often too broad and not challenging enough for individuals.

Grade: 4

## **Personal development and well-being**

**Grade: 3**

Spiritual, moral, social and cultural development is satisfactory overall. This starts with the good provision in the reception year, with children quickly settling into school routines. Attendance is good and pupils enjoy school. They behave well in lessons and around the school, co-operate well in group activities and are keen to learn. However, they do not always concentrate or remain on task well when working without the direct supervision of the teacher, usually because their tasks are not challenging enough. Pupils appreciate the potential of the school council to give them a voice in the school, and the work of the 'peer mediators' in helping them to deal with difficult situations. They know how to keep themselves safe. However, they lack a clear awareness of what constitutes a healthy lifestyle. Pupils are successfully encouraged to participate in a wide range of sporting activities, and the school has a satisfactory personal, social and health education programme. However, it does not make clear to the pupils how, for example, participation in regular exercise is important for good health. The strong emphasis on raising funds for various charities results in pupils having a good awareness of the need to help others. Pupils are adequately prepared for the next stage in their education in terms of their personal development.

Grade: 3

## **Quality of provision**

### **Teaching and learning**

**Grade: 4**

Several significant weaknesses in teaching result in pupils not achieving as well as they should. Major weaknesses in assessment, including inconsistencies in marking, mean that teachers' planning is not securely enough based on pupils' individual learning needs. This significantly impedes learning, particularly for more-able pupils. Planning is seldom related to National Curriculum levels and pupils' progress is not well enough checked against them. Teachers provide adequate support for less-able pupils. However, they do not consistently provide more-able pupils with the levels of challenge needed

to ensure their best possible progress. Pupils are rarely involved in assessing their learning or in determining what they need to do to improve. Targets have been set recently but they are seldom referred to in lessons. Pupils are not clear about what they need to do to reach them, or about the levels at which they are working. The teaching observed during the inspection ranged from good to inadequate. Where it was good, as in two science sessions, the level of challenge was right for all pupils and they were fully engaged in learning. This reflects the work that the school has put into improving the teaching of science, particularly investigative work. However, such good practice rarely happens. Pupils' learning could and should be much better.

Grade: 4

## **Curriculum and other activities**

**Grade: 3**

The curriculum is broad and balanced and good attempts have been made to link subjects together through themes and topics. However, individual subjects are not yet adapted sufficiently to the needs of the pupils to ensure that they make consistent progress in all subjects as they move through the school. A start has been made in science, history and geography but the school's own monitoring shows that not all teachers are following the agreed practices. Pupils have adequate opportunities to use their literacy, numeracy and ICT skills in other subjects.

Grade: 3

## **Care, guidance and support**

**Grade: 3**

Pupils work and play in a safe and healthy environment and are well protected while they are at school. Although several behavioural incidents are recorded, the school has appropriate links with the behavioural support team that help it to deal with them. Satisfactory links with other agencies and with parents contribute to pupils' learning and personal development. The majority of parents are satisfied with what the school does for their children. However, they are not well enough informed of how well their children are doing because the school's tracking of pupils' academic progress is not secure enough to provide accurate information.

Grade: 3

## **Leadership and management**

**Grade: 4**

The headteacher has worked hard with staff to bring about changes in their attitude to school improvement and feels that she is succeeding, albeit slowly. However, there is little evidence of this success. The school has been slow in putting in place systems to track progress rigorously and plan work that meets pupils' different ages and stages of learning. When asked about the discrepancy between the school's targets and pupils' actual results, for example, one teacher responded that 'teaching must have been

good, then', clearly missing the point that expectations were too low and targets not challenging enough. Teaching and learning are regularly observed but the monitoring is not sharply enough focused, weaknesses are not always followed up, and therefore the impact in terms of bringing about improvement is minimal. Subject leaders are not managing their subjects well enough. They have not got a clear and well-founded view of standards or pupils' progress and, although all subjects have action plans, those plans are not focused strongly enough on improving learning.

Governors ensure that statutory requirements are met. However, they are not sufficiently involved in reviewing the school's performance and asking questions about pupils' progress. They see standards are good and assume that, because of this, pupils are making good progress. The priorities in the school development plan do not focus sufficiently on improving learning. Key areas for development, such as assessment and improving systems for checking up on the school, are missing from the plan. All of this limits the progress the school and, more crucially, the pupils might make. The headteacher knows what the key areas for improvement are but is still struggling to get all members of staff to share her view and move the school forward. Based on the lack of improvement so far, the school does not demonstrate that it has the capacity to improve rapidly enough in the near future.

Grade: 4

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Radbrook Primary School Calveton Way Bank Farm Road Shrewsbury SY3 6DU

5th October 2005

Dear Pupils

Thank you very much for welcoming us to your school and sharing with us your views of it and of how you learn. We found that there are some good things about your school but that it has some important areas to improve and that it needs what adults call 'special measures' to help it to do this as quickly as possible.

We liked these things most of all:

your good attendance and your behaviour in lessons and around the school

the politeness that many of you showed us and the enthusiasm with which you have taken on responsibilities as school councillors and peer mediators

your attentiveness in class even when your work is not particularly challenging

the way you work well together when you are asked to do so.

These are the things we have asked your school to work on now:

helping you to do better in your work by checking and recording your progress more carefully and making your work more interesting and challenging for you

checking on how well your teachers teach and making sure that you are always taught well enough to make good progress

making sure that all of your teachers work together to make these things happen.

We hope you will all achieve much more as a result of the school making these improvements and that you will enjoy learning throughout your lives.

Yours sincerely

Mrs Bell, Mr Kemble and Mr Wehrmeyer