



Radbroke Primary School

Inspection Report

Unique Reference Number 123448
Local Authority Shropshire
Inspection number 295818
Inspection dates 15–16 November 2006
Reporting inspector Rob Hubbleday HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Calveton Way
School category	Community		Bank Farm Road
Age range of pupils	5–11		Shrewsbury SY3 6DU
Gender of pupils	Mixed	Telephone number	01743 232895
Number on roll (school)	210	Fax number	01743 231348
Appropriate authority	The governing body	Chair	Stan Sedman
		Headteacher	Ian Nurser
Date of previous school inspection	1 October 2005		

Age group	Inspection dates	Inspection number
5–11	15–16 November 2006	295818

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

The school serves a prosperous area of Shrewsbury. Few pupils are eligible for free school meals and most children start school with skills and understanding which are well above average. An acting headteacher was seconded to the school in March 2006 and there has been an acting deputy since September. Both appointments cease at the end of December and new personnel on permanent appointments join the school in January 2007. When the school was inspected in October 2005 it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Its overall effectiveness is satisfactory. It has quickly remedied most of the weaknesses identified in 2005 – systems for assessment, the monitoring of teaching and the effectiveness of management are now good. It is well on the way to raising the teachers' expectations but these are not consistently high enough in the lower part of the school where all the teachers are new to the school or the age range.

In a short space of time, achievement has risen to a satisfactory level and the older pupils reach the above average standards they ought to attain. Already, there is evidence that pupils in Key Stage 2 are on track to do even better than they did in 2005/06. The quality of teaching is satisfactory across the school but is stronger at Key Stage 2 than lower down the school. Provision in the Foundation Stage is satisfactory and the pupils have achieved well above average outcomes in the past. However, the more able pupils in Reception and at Key Stage 1 are not stretched sufficiently by the pace of work or its level of challenge.

The school's rapid improvement has been aided by the exemplary behaviour and attitudes of the pupils, who enjoy school and lap up hard work. Attendance is outstanding. A surprising number, however, lack confidence when required, for example, to present work in assembly. The absence of drama in the curriculum may help to explain this feature. The curriculum is developing on appropriate lines and is satisfactory, but planning to identify where and how subjects might be linked to foster lively contexts for work is at an early stage in some year groups. The use of computers in classrooms also varies widely.

The incisiveness of the acting headteacher's outstanding leadership has lifted the school's performance in many ways, not least by empowering subject leaders. As a result, leadership and management are of good quality overall and the school is well placed to continue improving. Self-evaluation is rigorous and accurate, enabling the school to plan very effectively. The acting headteacher's high aspirations for the role that staff, pupils and governors all need to play have guided the school's progress. When necessary, shortcomings have been dealt with firmly. The acting headteacher and the governing body have handled budgetary issues assuredly so that a potential deficit was avoided. At the same time, resources have been increased and teaching assistants deployed to support learning in a more effective and efficient manner. The costs per pupil are low but there has been good improvement since the last inspection and a strong upward trend in achievement.

What the school should do to improve further

- Provide greater challenge in lessons, especially for the more able pupils in the Reception and Key Stage 1 classes, by raising the teachers' expectations of what pupils can do.

- Develop the curriculum further by extending the use of computers in lessons and by establishing stronger links between subjects.

Achievement and standards

Grade: 3

Achievement is only satisfactory although standards are well above average at the end of Key Stage 2. The results of the 2006 national tests were a significant improvement on those of previous years and the school exceeded some challenging targets. In English and science, nearly every pupil reached the nationally expected level and over half gained the higher Level 5. In mathematics, the results were not quite as high but were considerably better than before. In the second half of the year, the pupils made good progress in English, mathematics and science to make up ground lost in previous years. From their starting points in Reception, however, the results represent only satisfactory achievement. The pupils currently in Years 5 and 6 are doing even better and are on track to meet very high targets.

Standards at Key Stage 1 are above average and improving but are not yet as high as they could be. In particular, the most able pupils have underachieved in writing and in mathematics, and this has not been totally remedied. Standards at the end of the Reception year are well above average. Nearly all the pupils at the beginning of Year 1, for example, write simple sentences and around a third are working at levels a year or more in advance of their age. Achievement in the Foundation Stage is satisfactory but not enough is expected of some of the higher attaining pupils.

Across the school, pupils with learning difficulties make similar progress to their peers. The school's good efforts to ensure all pupils achieve their potential are bearing fruit in the quickening rates of progress being made.

Personal development and well-being

Grade: 2

The pupils' personal development has improved and is now good with some outstanding features. Pupils behave extremely well and respect each other and adults. They adhere to school routines without exception and adopt very safe and sensible practices throughout the school. They clearly enjoy being in each other's company and are happy to come to school. Attendance is very high. Pupils make healthy choices in what they eat at break and lunchtime and they are keen to extend themselves both physically and otherwise by attending a range of clubs outside the school day – most of these are very often oversubscribed. Pupils apply themselves well in lessons, even when the work is too easy, and cause no fuss or disruption. However, they prefer to be given challenging work and older pupils appreciate the opportunity now to be in 'harder groups'. Some pupils lack confidence at times and a belief in themselves and this sometimes restricts their ability to contribute even more to the school community. In a 'sharing' assembly, older Key Stage 2 pupils were shy and struggled to project their voices when showing and explaining their art work to an audience of pupils and

teachers. Spiritual, moral, social and cultural development is good overall with significant strengths in pupils' understanding of right from wrong and in the maturity of their relationships. The ability to get on with each other will stand pupils in good stead in the next phase of their education and eventually in the workplace.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but lessons range widely in quality. The teaching at Key Stage 2 is satisfactory with strengths whilst in the lower school it is satisfactory with weaknesses. Several new or temporary teachers are still getting to grips with the school's expectations about the pace and pitch of work required to stretch its very able pupils. In the better lessons, the teachers' very good understanding of each pupil's level of development enables them to plan work accurately. There are well established routines for grouping pupils effectively, checking whether they have understood new ideas, and making sure they are working hard enough. In the weaker lessons, the teachers underestimate the pupils' understanding or their capacity to learn and consequently do not aim high enough when devising the complexity of tasks or the pace at which activities might be tackled.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and the school has removed many of the inconsistencies which existed in the way teachers planned to cover the National Curriculum. Programmes of work for English, mathematics and science are well established. Great attention has been paid to identifying more interesting contexts for writing, sometimes to especially good effect in tandem with work in the foundation subjects. Links between subjects are, however, inconsistently planned for across the school. Some subjects are underemphasised, for instance art at Key Stage 1. Across the school, opportunities to develop speaking and listening skills, especially through drama, are missed. Information and communication technology is taught satisfactorily but the use of computers in lessons is generally underplayed despite some isolated examples of good practice. Provision for pupils with learning difficulties and disabilities has been carefully reviewed to ensure that support is focused on those pupils with the most need.

Care, guidance and support

Grade: 2

Provision is good in these areas and underpins the pupils' good, and even outstanding, skills in personal development. Staff are calm and patient and all have high expectations of behaviour. There is now a consistent pattern to the school day and pupils are given greater responsibility in school. The pupils appreciate all of this. They like the clear structure, feel listened to and valued for their efforts, and consequently look forward

to each school day. The school adheres to government requirements for safeguarding pupils, but there is a lack of rigour in some of the procedures. Systems to ensure pupils get good academic support have improved considerably. Amongst a range of strategies, pupils grade their own level of understanding at the end of each lesson using coloured symbols known as 'traffic lights' so that teachers can adapt lessons and provide individual support according to need. Systems for assessing and tracking the pupils' progress across the school are now good and enable any underachievement to be identified quickly.

Leadership and management

Grade: 2

Leadership and management have improved significantly under the outstanding leadership of the acting headteacher and are now good. Staff, pupils, governors and parents testify to a wide range of positive changes since his arrival. He quickly identified where provision needed to be better and set out a clear programme of development. Rigorous monitoring ensured that he knew how well initiatives were being implemented and enabled the school to take timely action in response. Inadequate performance has been tackled vigorously when support and training have proved ineffective. The subject coordinators have been empowered to take a proper level of responsibility for their areas. They have benefited from extensive support from the local authority and have gained in expertise and confidence. They understand the issues, carry out well defined monitoring, and are keen to promote further improvement. They are well placed to continue the school's upward trend.

The governing body is well led by its chair and by the chairs of committees. It has the highest aspirations for the school and is working hard and effectively to play its part.

As a result of these positive factors, the school has made rapid progress on the areas identified for improvement. The school's renewed resilience is illustrated by its ability to cope with considerable turbulence in staffing. High levels of teamwork have become the norm and staff who have taken on temporary posts of responsibility have worked tirelessly to support the acting headteacher.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As most of you will know, I have been visiting your school each term to check its progress. I take your views very seriously and ten of you met with either me or Mrs Walker to discuss a whole range of matters. I am writing to give you an idea of what is in my full report which I have sent to Mr Nurser.

- This latest visit was especially enjoyable because I was able to tell Mr Nurser that there is no longer any need for me to keep checking on the school, as it is now satisfactory. Here is a list of the main strengths of your school.
- Your behaviour and attendance are excellent.
- You are reaching higher and higher standards in your work.
- All the adults make sure you are really safe and well cared for.
- The teachers keep detailed records about your work so they know exactly when you might need extra help to keep up.
- Mr Nurser, his senior teachers and the governors understand how to make sure the school keeps improving and are doing a good job in organising the way it runs. I agreed with the school that there were two areas in particular which it should concentrate on to help it improve even more. These are to make sure that:
 - all the lessons for the younger pupils include work which is hard enough for everyone and
 - more lessons make use of computers and have links with topics you are studying in other subjects.

There is no reason why your school should not go from strength to strength if you continue to play your part as well as I have seen you do over the last year.

I wish you well for the future.