

# Radford Primary School

## Inspection report

---

<b>Unique Reference Number</b>	122435
<b>Local Authority</b>	CITY OF NOTTINGHAM LA
<b>Inspection number</b>	314295
<b>Inspection dates</b>	8–9 October 2007
<b>Reporting inspector</b>	Ian Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Clark
<b>Headteacher</b>	Mr Philip High
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Denman Street West Radford Nottingham NG7 3FL
<b>Telephone number</b>	0115 915 5810
<b>Fax number</b>	0115 915 5811

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	8–9 October 2007
<b>Inspection number</b>	314295

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 two Additional Inspectors.

## Description of the school

Radford Primary School is a smaller than average primary school catering for pupils aged 4 to 11 years. It serves an area of significant economic and social disadvantage and the percentage of pupils known to be eligible for a free school meal is much higher than usual. The percentages of pupils from ethnic minority backgrounds and of pupils who speak English as an additional language are rising rapidly and are very high. The percentage of pupils with learning difficulties and/or disabilities is also well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Radford Primary School provides a satisfactory education. All pupils and adults are valued as individuals. The provision to support pupils' emotional, social and cultural development is a strength of the school. Considerable time and energy is spent in fostering positive relationships with and between pupils. This approach is at the heart of the headteacher's philosophy. Members of the local community and those working at the school greatly appreciate his efforts in this regard and are supportive. As one parent wrote: 'My child has always been very happy here. The school has a very positive and friendly feel and all the staff are very approachable.' Care, guidance and support are good, as are personal development and well-being. Generally pupils behave well, but on rare occasions when they do not, they receive very effective support from staff.

Achievement is satisfactory. Standards until recently were slightly declining, but due to the school's effective action, results improved in 2007 and this has been maintained in the current school year. Although current standards are well below average in English, mathematics and science, they are very low when pupils enter the school. Pupils' progress is good in the Foundation Stage and satisfactory through the rest of the school. Curricular provision is also satisfactory. Its strengths include the provision for pupils' social and cultural development. Teaching and learning are satisfactory overall. Teachers have a good understanding of the needs of less able pupils. However, planning is not always sufficiently developed to meet the needs of all learners, and higher achieving pupils are not always sufficiently challenged in their learning. The school has introduced a useful tracking system to measure pupils' progress in English and mathematics but teachers do not make sufficient use of the available data to assist them in their work.

Leadership and management are satisfactory. The headteacher maintains very good relationships with all and is committed to the school and its pupils. Although governors are very supportive, they do not rigorously challenge the decisions made by the headteacher or hold him sufficiently to account. Insufficient use is made of the data available to the school in assessing the effectiveness of its work, and consequently not all pupils have made the progress of which they are capable. Satisfactory progress has been made since the school's last inspection. The school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Reception class with very low attainment when compared with that expected for their age. By the time they are ready to move into Year 1 standards are still well below those expected. However, their progress towards the early learning goals is good, especially in terms of their personal, social and emotional development and their communication, language and literacy. The caring and sensitive support provided by teachers and teaching assistants helps children to settle in quickly. The Foundation Stage curriculum is good, meeting all areas of children's learning well. Accurate assessments of children's progress enable teachers to identify and plan the next stages of learning precisely. Parents and carers are made welcome in the Reception classroom and are provided with valuable guidance about the best ways to help their children learn.

## What the school should do to improve further

- Ensure that the work set for the most able pupils is always sufficiently challenging to help them achieve as well as possible.
- Introduce more sophisticated approaches to analyse the available information on pupils' attainment and progress, and use this data to raise standards.
- Establish rigorous systems for governors to evaluate the quality of provision and hold the school to account for its work.

A small proportion of the schools whose effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit before the next inspection.

## Achievement and standards

### Grade: 3

Standards are well below average in English, mathematics and science. However, from their very low starting point, pupils make satisfactory progress. The school has recognised the decline in standards in recent years and has introduced a tracking system which helps to regularly identify the progress of its pupils. The school uses this data to target support for individual pupils not making expected progress. This is bringing improvements, especially in Years 5 and 6. School assessments are reliable and show clearly that pupils make satisfactory progress. However, progress is inconsistent, particularly for the more able pupils. High levels of pupil mobility also slow down the progress of some pupils. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language make satisfactory progress.

## Personal development and well-being

### Grade: 2

Pupils clearly enjoy their learning. Many see the school as a place of sanctuary in which they are valued and their efforts are appreciated. Pupils' spiritual, moral, social and cultural development is good. For example, they fully appreciate and understand the very wide range of backgrounds and heritages present in the school. Relationships are good and staff provide outstanding role models. Behaviour is good and pupils play and work together well. A few pupils occasionally behave inappropriately. However, they receive very effective support from adults which helps them to become progressively better and more mature. Attendance remains below average. The school is doing everything it can to improve attendance but does not always receive the help it needs from parents and carers.

Pupils are very knowledgeable about how to stay safe and healthy. They enjoy taking exercise and understand the importance of eating the right foods. However, not all parents and carers are supportive of the school's commitment to encouraging healthy eating. The ability of pupils to cooperate and work together helps them to contribute positively to their community. They acquire the basic skills that prepare them soundly for the next stage of their education and for their long-term future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching in the Foundation Stage is good, providing a clear focus on improving speaking and listening, especially clear pronunciation of letter sounds and words. In Years 1 to 6, teaching

is satisfactory. Relationships between adults and pupils are good, which helps to make learning enjoyable. Teachers also use information and communication technology (ICT) effectively to support learning and make lessons interesting. Teachers involve pupils well and give them a satisfactory understanding of their progress and what they need to improve. There are inconsistencies in how well teachers use assessment data to match the work to pupils' abilities and needs. As a result, the work set for the most able pupils is not always sufficiently challenging. This has the effect of slowing the progress that these pupils make.

Teaching assistants, in partnership with teachers, are very aware of the needs of pupils who have learning difficulties and/or disabilities and those who do not speak English as their first language. Careful tailoring of work to suit the needs of these pupils enables them to make satisfactory progress.

## **Curriculum and other activities**

### **Grade: 3**

The school has improved its provision for developing pupils' skills in literacy and numeracy, although this is not yet fully embedded across the school. Curricular planning is inconsistent. In the best cases it is thorough but in some instances does not sufficiently match work to the varying needs of learners. The school is currently exploring ways of linking pupils' learning in different subjects. The programme for personal, social, health and citizenship education makes a good contribution to pupils' personal development and well-being, and the cultural diversity of the school is celebrated. Provision in this area is further enhanced by a significant bank of resources developed by the school. There is a well developed programme of modern foreign language teaching throughout the school. The school is justifiably proud of its programme of residential visits, which further support pupils' social and emotional development. Pupils look forward to the regular opportunities for educational visits, which are seen as a priority by the school. There is a satisfactory range of extra-curricular sports and clubs.

## **Care, guidance and support**

### **Grade: 2**

The school cares for its pupils very well. Current requirements to ensure that pupils are safe are met fully. Issues raised by the last inspection concerning child protection and risk assessments have been addressed effectively. High quality care for pupils' many and varied needs is at the heart of the school's work. It rightly sets great store in promoting pupils' personal development, which it does very successfully, enabling them to become increasingly confident learners. This applies particularly to those pupils who have learning difficulties and/or disabilities and to the large number of pupils who speak English as an additional language. These groups of pupils receive good support. The school has put considerable effort into supporting the professional development of the teaching assistants and their skills are used to good effect.

Procedures for tracking pupils' achievement are satisfactory. These procedures are used by teachers to identify if any pupils are not making the expected progress and to provide programmes that help to bring them up to speed. However, the needs of higher-attaining and gifted and talented pupils are not identified with the same precision. The school is good at keeping parents and carers well informed about their children's progress. Parents and carers are very pleased with the quality of education. They also appreciate the level of support for families that matches the good quality of that provided for pupils.

## Leadership and management

### Grade: 3

The staff, led by the headteacher, are committed to making school a happy and positive experience. This results in good personal development and well-being and good care and support. Parents are pleased with the school and are involved sufficiently well in its work. The school evaluates its performance accurately and uses the findings to identify areas for improvement. The school development plan provides a clear vision of what needs to be done to bring about these improvements, but is not linked closely enough to the school's targets for raising the attainment of pupils. The new tracking system clearly and accurately identifies the progress of pupils and, although it is having some impact, it is not yet sufficiently embedded. Governors are very supportive of the school. They are proud to celebrate its successes and are involved in the life of the school and setting its direction. However they are not sufficiently rigorous in the way they hold it to account for the progress of its pupils. The school has the capacity to improve further.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### 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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

10 October 2007

Dear Pupils,

Inspection of Radford Primary School, Nottingham NG7 3FL

Thank you for making Mr Bancroft and me so very welcome when we visited your school recently. We certainly enjoyed talking with you and finding out all about your school. We think that your school is satisfactory and we know that you and your parents and carers are very proud of your school. We were impressed by the way your school helps to look after you and helps you understand the importance of getting on well together and supporting each other. Many of you have come to the school from other places and you have shown us how well you settle into life at Radford Primary School.

Mr High and the staff are good at making sure that you are safe and looked after. They help you to understand your feelings and help you learn to behave well.

We have asked Mr High, the staff and the school governors to try and make your school even better by doing the following:

- Making sure that the work is hard enough for all of you, so that you all do as well as you can.
- Using assessment results to help you to make better progress.
- Asking the governors to make sure the school is challenged to get better.

Keep on working hard, doing your very best and enjoying your time at school.

Yours sincerely

Ian Jones

Lead inspector