

# Raddlebarn Primary School

## Inspection report

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<b>Unique Reference Number</b>	103246
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336038
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Peter Clifton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jayne Hinchliffe
<b>Headteacher</b>	Fiona Chamberlain
<b>Date of previous school inspection</b>	5 October 2006
<b>School address</b>	Gristhorpe Road Selly Oak Birmingham
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the majority of their time looking at learning, visited 27 lessons and observed 15 teaching staff. Meetings were held with governors, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. They analysed 122 responses to the parents' questionnaire and took account of the views of parents with whom they talked during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current picture of learning and progress for different groups of pupils, especially those with special educational needs and/or disabilities
- how well provision has been adapted to meet the needs of boys particularly in Key Stage 1
- how well change introduced by leaders is helping to raise standards
- the extent of leaders' success in tackling key areas identified in the previous inspection, including writing and problem solving in mathematics.

## Information about the school

This is a larger than average sized school. Children in the Early Years Foundation Stage are taught in a separate Nursery and two Reception classes. There are separate outside learning areas for the Nursery and Reception children. The proportion of pupils who are entitled to free school meals is average. A minority of pupils are of White British origin with the next largest group of Asian or Asian British heritage. The proportion of pupils with special educational needs and/or disabilities is slightly above average, mainly with literacy and numeracy needs. The proportion of pupils who speak English as an additional language is well above average. The school operates a 'Funshine' club before and after school. The school is part of a local group of schools which work together to provide extended services.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils' achievement is good and improving. Children start school with knowledge and skills that are below age related expectations. Good provision in the Early Years Foundation Stage enables children to make good and sometimes outstanding progress. Progress in Years 1 to 6 is good. Attainment is average but rising across the school. In the lessons observed during the inspection, pupils with special educational needs and/or disabilities and those who speak English as an additional language made good and sometimes outstanding progress in their learning, because adults planned well to meet their different needs. There is no noticeable difference in the progress made by pupils from different backgrounds. A major strength is the positive way the pupils support each other in lessons and their good and sometimes exemplary behaviour which contribute to their successful learning.

Good progress has been made in addressing the issues raised when the school was last inspected. Since that time, pupils' attainment in English has improved. Pupils have a clear understanding about what they need to do to improve their written work because of effective marking and the use of targets in lessons. During the inspection, Year 2 pupils wrote about mini-beasts and were provided with snails and other small creatures in tanks to help them think about and use adventurous vocabulary. This particularly helped the boys. In mathematics, pupils have significantly improved how well they tackle different problems. These improvements, arising from accurate self-evaluation and concerted action, demonstrate the school's good capacity for sustained development. Rigorous monitoring of teaching by the headteacher and other leaders is helping to improve the quality of teaching and raise pupils' achievement. The outcomes from direct observation of learning in lessons by inspectors closely match those carried out by the school. The quality of teaching in a great majority of lessons is at least good and, sometimes, it is outstanding. A feature of most lessons is the very positive relationships between staff and pupils. In most lessons, a good range of different approaches and links between subjects capture the pupils' imagination and hold their interest. However, on a few occasions tasks are not placed in real contexts so that the pupils do not see the relevance of the work they are doing. This leads to them losing interest and as a result, the pace of learning slows. Attendance is average. Action taken by the school to reduce the number of pupils who are persistently absent is making a difference although leaders recognise that there is more to do here.

The school is a very friendly and cohesive community where the pupils value each other regardless of their backgrounds. Older pupils are very committed to the school and play a significant role in promoting good relationships. They greatly enjoy their role as 'learning friends'. Pupils say that they help to sort out any disagreements for

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themselves. They enjoy holding events for members of the local community, and are very perceptive about local and national issues, for example the value of recycling and sustainable development. Most pupils say that they enjoy school and feel safe. They are polite and well mannered yet inquisitive.

## What does the school need to do to improve further?

- Improve pupils' learning by ensuring that activities provided are made relevant and consistently capture their enthusiasm and interest.
- Improve attendance by working even more closely with families so that their children's learning is not interrupted so frequently.

## Outcomes for individuals and groups of pupils

**2**

Inspectors saw outstanding learning in just under a quarter of the lessons visited. Year 6 pupils made excellent progress in applying their basic mathematics skills to solve problems about triangles. Excellent provision in Year 1 to improve pupils' understanding about letters and sounds encouraged them to try very hard. Across the school, learning is developed well through good questioning. The school's tracking information shows that all groups of pupils, including those with special educational needs and/or disabilities, are making good progress. In Year 6 in 2009, pupils' reached average levels of attainment, with standards in English being stronger than mathematics and science. The current pupils in Years 5 and 6 are on track to improve markedly on these standards, particularly in mathematics. Well developed basic skills in English, mathematics and information and communication technology and positive attitudes to learning equip the pupils well for the move to their next school.

Older pupils work with younger ones at lunchtimes as learning friends, and say they 'take it really seriously' and it helps them to feel valued. Younger pupils comment that it helps them to see the older pupils as being helpful and friendly. Pupils have a good understanding about eating healthy foods, and possible dangers on the roads and when using the internet. They participate well in a broad range of additional sporting activities. The school council has its own budget and is very influential in decision making. Pupils say they enjoy going to the 'funshine' breakfast and after school club. The club provides plenty of different activities for them to choose from.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The teachers have high expectations of pupils to pay attention and do their best work. Detailed lesson planning meets the needs of different groups of pupils. There are successful strategies in place to help those who are learning English as an additional language. In lessons, teachers use visual cues to help these pupils understand what to do. Across the school, paired talk is a well established strategy to help the pupils to develop their thinking. Learning in a few lessons slows when the activities do not grab the interest of the pupils. This results for example, in only a few pupils offering answers to question or fidgeting on the carpet. There is a wide variety of extra curricular activities. Pupils comment that they really value these and particularly mention music which has a high take up. The local area is used well for trips and visits. Links between subjects are strengthening. For example, science topics are used for extended writing. Leaders have identified the need to extend these and to reflect the interests of the pupils more closely.

Leaders have put in place impressive strategies to help pupils in the school settle and be confident about moving to the next class. The pupils make a significant contribution to this through the school's 'buddy' arrangements. Where possible, pupils who speak English as an additional language are supported by a 'same language' buddy. There are exceptionally strong links with outside agencies to ensure that leaders have good quality information in order to support pupils with particular needs. Additional support to help pupils who have limited English speaking skills is having a marked impact and enabling these pupils to make good progress. There are good initiatives in place to promote regular attendance. However, these are yet to fully impact.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

One leader rightly commented, 'There is a strong team ethos. Everyone is valued. The children are at the heart of all decisions.' Governors are knowledgeable about the school's strengths and weaknesses. They actively seek the views of parents through questionnaires and act on information collected. The school can point to telling examples about how the extended school group has helped pupils in the school. This includes specialist teaching for gifted or particularly talented pupils. Safeguarding policies and child protection procedures are thorough and effective. Training for all staff is up to date and comprehensive. Leaders use information about the progress made by pupils to tackle any who might be falling behind. Provision to secure equal opportunities and tackle discrimination is good. There is an effective strategy in place to promote community cohesion. Leaders have a clear understanding of the school's local context and there is an up-to-date profile of the backgrounds of the pupils. Curriculum themes such as 'One World Week' provide an international focus. While parents are very supportive of the school, a very small number of parents do not fully engage with the school's drive to raise attendance despite the efforts of governors and other leaders.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

In the Nursery, the children are very happy and settled. They have great fun playing as frogs jumping in and out of the 'pond' and counting numbers. They are very active in the outdoor learning area and show good levels of independence. During the inspection, adults interacted exceptionally well to develop the children's speaking skills. In the Reception classes, good strategies are used to help the children add together numbers. There are strong relationships and the children work and play together confidently. In the outdoor area, there was a lively and bubbly atmosphere because all the children were fully engaged in different activities. Adults used painting activities to develop the pupils' vocabulary and understanding about texture. At the end of the morning session, the children joined in a song about their dinner. This showed their good understanding about eating healthy foods.

The progress of the current children is good in all areas, with a strength in their personal development. The children's development is carefully tracked through the 'diaries' to which parents are encouraged to contribute. The quality of provision is regularly evaluated by leaders, who work as a team, and changes are implemented to improve learning. Improvement in provision is now resulting in higher attainment on entry to Year 1. In 2009, over three quarters of the children reached or exceeded the expected goals. The Nursery classroom provides satisfactory accommodation but the link between this and the outside area is not ideal.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The responses to the questionnaire reflect a highly positive relationship with most groups of parents and carers. Many comments made reflect considerable satisfaction and several say that their children thrive at the school. For example, a parent commented, 'One of the school's strength is nurturing and encouraging. They publicly reward those who are kind and who smile a lot as well as those who are academic.' A very small minority of parents and carers feel that the needs of their children have not been met well enough and would like to see communication improved. Inspectors did



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not find any evidence to indicate that the pupils have not been well cared for, but recognise that the communication between these very few parents and the school has not always been effective. Inspectors do not agree with the few parents and carers who have indicated that the school does not deal well with unacceptable behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raddlebarn Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	59	46	38	3	2	0	0
The school keeps my child safe	69	57	49	40	3	2	0	0
The school informs me about my child's progress	41	34	72	60	8	7	0	0
My child is making enough progress at this school	47	39	66	54	6	5	0	0
The teaching is good at this school	60	49	58	48	0	0	0	0
The school helps me to support my child's learning	56	46	64	52	2	2	0	0
The school helps my child to have a healthy lifestyle	56	46	61	50	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	37	61	50	6	5	0	0
The school meets my child's particular needs	49	40	63	52	7	6	0	0
The school deals effectively with unacceptable behaviour	48	40	57	48	10	8	0	0
The school takes account of my suggestions and concerns	46	38	60	50	7	6	0	0
The school is led and managed effectively	63	52	53	44	3	2	0	0
Overall, I am happy with my child's experience at this school	70	58	48	40	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 March 2010

Dear Pupils

Inspection of Raddlebarn Primary School, Birmingham, B29 7TD

Thank you for the warm welcome you gave us when we visited your school. We thoroughly enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were impressed by your friendliness and how clearly and confidently you expressed your opinions. You go to a good school. The teaching in your lessons is good. We were very impressed by your good behaviour and the positive attitudes that you have to learning.

This is what we found.

You get off to a good start in the Nursery and Reception classes.

You make good or better progress in your lessons and your levels of attainment are improving.

You are very helpful to each other and most of you say that you are very happy in school.

Leaders in your school have made good improvements since the time you were last visited by inspectors.

Teachers make your lessons interesting and give you good opportunities to answer questions and discuss your ideas with each other.

Adults keep a very close eye on how well you are doing so that you do not fall behind.

You are well cared for and those of you with special educational needs or who speak English as an additional language are given extra support which is helping you a lot.

We have asked your headteacher and the other adults to do two things so that you can do even better:

- to improve your learning by ensuring that activities always capture your enthusiasm and interest
- to work even more closely with you and your parents and carers to help you attend school as much as possible and not miss valuable learning.

Yours sincerely

Peter Clifton

Lead inspector

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