

# Radipole Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113717
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	338226
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Judith Goodchild

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 of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Cridland
<b>Headteacher</b>	Sue Stockham
<b>Date of previous school inspection</b>	1 September 2006
<b>School address</b>	Radipole Lane Weymouth Dorset DT3 5HS
<b>Telephone number</b>	01305 783353
<b>Fax number</b>	01305 7899979
<b>Email address</b>	s.stockham@radipole.dorset.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school development plan, minutes of the governing body, reports from the school improvement partner, teachers' planning and assessment records. The inspection team analysed the responses from 285 parental questionnaires.

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

- the pupils' performance in the 2009 national tests
- the current progress of pupils in Years 3 to 6
- provision for pupils with special educational needs and/or disabilities
- the leadership and management of Years 3 to 6
- how assessment data are used to monitor the quality of teaching and learning.

## Information about the school

Radipole Primary School is a larger-than-average primary school. A small number of pupils come from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below the national average. The number of pupils with behavioural or emotional difficulties has increased in recent years. Children enter the Early Years Foundation Stage in the Reception Year.

**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?**

**3**

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

**3**

## Main findings

Radipole Primary School, although satisfactory overall, has elements of outstanding practice in Years 1 and 2, as at its last inspection. Particular strengths are the personal development of all pupils and the high quality of care, support and guidance. The school's partnership with parents is outstanding, with over 90% returning the questionnaire and all expressing a high degree of satisfaction with the school and their children's experience. Pupils clearly enjoy school and what it provides, and their behaviour is good and on occasions excellent.

Children start the Early Years Foundation Stage with skills levels and experiences that are typical for their age. They make good progress against their early learning goals and the majority start Year 1 at least in line with national expectations and a few well above. By the end of Year 2 in 2009, pupils' attainment was significantly above average. Since 2007, pupils' attainment in the national tests at the end of Year 6 has declined from significantly above average to broadly average in 2009, although the proportion of pupils gaining the higher Level 5 was below the national average. In 2009, pupils' achievement was satisfactory overall. Evidence from pupils' current work shows that attainment is broadly average. However, the more-able pupils are not being challenged sufficiently to attain higher standards. This results from a lack both of rigorous monitoring of teaching and learning and the regular use of assessment information to set challenging targets and ensure that lessons are planned to meet pupils' learning needs. The school has successfully addressed the underachievement of pupils with special educational needs and/or disabilities and current evidence shows they are now making satisfactory and sometimes better progress than this.

The quality of teaching presents a mixed picture and is satisfactory overall. It is consistently good in the Early Years Foundation Stage and in Years 1 and 2, and some is outstanding. In these years, assessment information is used well to plan lessons that target pupils' individual learning needs, provide challenge and focus clearly on raising pupils' performance. In Years 3 to 6, the quality of teaching is satisfactory because it varies from class to class. The curriculum is satisfactory overall. It is good in the Early Years Foundation Stage and in Years 1 and 2 because it is adapted well to pupils' needs. Strengths of the curriculum include the extended-day provision, partnership links with other schools, particularly in sport, and enrichment opportunities that support pupils' personal development. Links with support agencies are good, as are the transition arrangements within school and with the secondary school.

The leadership team has accurately identified areas for development and has started to implement actions to improve attainment and progress in Years 3 to 6. The actions taken so far indicate that the school's capacity to continue to improve is satisfactory.

**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

The leadership and management of Years 3 to 6 are not as effective as those for the younger pupils because there is insufficient monitoring of the provision to ensure that teaching and learning match that of the rest of the school so that pupils reach the same high standards. The lack of an easily accessible system for regularly recording assessment information affects the ability of senior leaders to oversee readily the progress pupils are making. Partnerships with specialist agencies and other schools are good. The provision for community cohesion is satisfactory. There are links with the local community and schools in Kenya and Spain. The school recognises that not enough has been done to extend pupils' knowledge and understanding of diverse communities and societies within Britain.

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

- Implement a whole-school assessment system so that challenging targets can be set and pupils' progress regularly tracked against them.
- Improve the quality of management of Years 3 to 6 so that the provision matches the high quality in Years 1 and 2.
- Improve pupils' academic progress in Years 3 to 6 by:
  - improving the quality of teaching to match the best practice in the school
  - using assessment information more effectively to plan lessons that meet pupils' learning needs and ensure that time is used more efficiently to promote learning
  - setting more challenging targets to enable more-able pupils to attain higher levels.
- Improve the provision for community cohesion to extend pupils' knowledge and understanding of the diverse nature of communities in British society.

**Outcomes for individuals and groups of pupils****3**

Pupils' attainment has remained significantly above the national averages in Years 1 to 2 and lesson observations and the school's data show they are on track to maintain these standards. These pupils are achieving well. The school's records and scrutiny of pupils' books show pupils currently in Year 6 are working at a level broadly in line with national expectations but the inconsistency in teaching is reflected in the variable quality of marking and assessment. This inconsistency also reduces pupils' ability to monitor their progress towards targets. In Years 3 to 6, pupils' achievement is satisfactory, although the more-able are not being stretched sufficiently in many lessons. Pupils' behaviour is good and on occasions excellent, despite the slow pace of some lessons at times and repeating work they are already familiar with. They are enthusiastic, keen to learn and relish a challenge. A positive work ethic is evident in lessons. Pupils in Years 3 to 6 say that they would like a more active role in tracking their progress and to be involved in their own assessments.

Pupils feel safe and enjoy coming to school. Pupils willingly accept responsibility and

**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

play an active role in the school community. For example, 'peer mediators' deal with 'friendship' issues, organise themselves well and take their responsibilities seriously. Through the Citizenship Club, pupils choose charities to support and take responsibility for organising a variety of fund-raising activities. Pupils' self-confidence is boosted through their participation in music, dance and drama performances, both in school and in the wider community. They are currently working towards performances with other schools for the 2012 Olympics. Pupils are well aware of what constitutes a healthy lifestyle and many take part in the morning 'Wake and Shake' sessions. The school environment celebrates pupils' work and this contributes significantly to their spiritual and cultural awareness. Pupils use the internet to contact schools in Spain and Kenya and are learning about lives and cultures different from their own. However, pupils' understanding of communities and life in the diverse society of Britain is underdeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching is variable across the school and is more effective with the

<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.

**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

younger pupils than in Years 3 to 6. Where teaching is of a high quality, pupils are challenged to think, the pace of learning is rapid and activities are planned to address pupils' individual learning needs. In addition, good use is made of the assessments of pupils' progress to plan the next steps in learning and ensure that pupils understand how to reach higher standards in their work. However, these good features, especially the use of assessment to inform planning, are not applied consistently, especially by teachers in Years 3 to 6. Some lessons start with an overly long whole-class session that does not take into account pupils' prior knowledge and understanding. As a result, the pace of the lesson is too slow and activities do not challenge and extend pupils' learning sufficiently.

The curriculum is tailored well to meet pupils' needs in Years 1 and 2. Recent improvements have been focused on improving the transition from the Reception year into Year 1 by adapting the environment to allow a better balance between formal teaching sessions and learning through play. To raise attainment and progress in science, the curriculum has recently been reviewed to make it more coherent and relevant to pupils. However, the impact of the review is not yet evident. Recent changes in staffing have affected the school's provision for more-able and gifted and talented pupils. A senior leader has now taken responsibility for this but it still remains an area for future development.

The restructuring of the senior leadership team has resulted in better provision to meet the needs of pupils with special educational needs and/or disabilities and pupils needing additional support. As a result, they now make at least satisfactory progress. Good links with the relevant external agencies ensure the well-being of pupils. Parents are fully involved in discussions about strategies for providing additional support for their child.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team has the same drive, ambition and commitment to the school as at the last inspection. However, changes in staffing to meet the needs of a changing cohort of pupils and the identification that pupils with special educational needs were not attaining as well as their peers resulted in a restructuring of the senior team and a delegation of responsibilities for Years 3 to 6. Pupils in Years 1 and 2 continue to maintain above-average standards because of the effective leadership by the key stage leader. Prior to the restructuring in 2008, standards in Years 3 to 6 matched those of

**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

Years 1 to 2. However, lack of rigour in monitoring the quality of teaching and learning and in systematically tracking pupils' progress in Years 3 to 6 underpin the inconsistencies between classes and are contributory factors to the satisfactory, rather than good, progress and above-average standards seen in previous years.

The school is realistic in its self-evaluation and ensures that all pupils have access to what the school provides. It has already started to address the differences in performance in the school, particularly of the more-able pupils. However, the lack of an effective assessment system for regularly recording pupils' progress impedes senior leaders' ability to monitor effectively the progress pupils are making. Governors are fully aware of the issues the school faces and are already working in partnership with the leadership team to implement the necessary changes. Safeguarding procedures are good and meet statutory requirements. Satisfactory steps have been taken to promote pupils' understanding of their local and wider global communities, but their awareness of societies and cultures in Britain remains underdeveloped.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy coming to school and quickly settle into the warm and secure learning environment. Parents say this is because the induction process is excellent. Resources are very good and provide opportunities for children to develop a range of skills and self-confidence. Children learn and play well together and are developing a good understanding of healthy lifestyles. They are encouraged to make choices and think for themselves, and quickly develop a high degree of independence, needing little in the



**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

way of adult intervention. As a result, they make good progress from their starting points and the majority attain, and a few exceed, the expected goals for learning by the time they start Year 1.

Leadership and management are good and have some elements of excellence. Rigorous monitoring of the provision ensures the maintenance of high standards. Self-evaluation, for example, identified the need to improve transition for children into Year 1. As a result, the curriculum has been adapted this term and a new outdoor play area constructed for Year 1 pupils. Teaching is consistently good and members of staff have a good knowledge and understanding of the Early Years Foundation Stage curriculum. All the staff are highly skilled at assessing children's progress against the early learning goals and children are 'guided' where appropriate to tasks that will develop their skills. A good balance exists between learning initiated by the children and activities directed by adults. The partnerships forged with parents are outstanding. The effective links established with relevant support agencies ensure the well-being of children and provide support to children and their parents if difficulties occur.

*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

Over 90% of the 316 families registered at the school responded to the questionnaire. Support for the school was overwhelmingly positive. Strengths include the leadership of the school, parents' and carers' satisfaction with their child's experience of school and the good teaching. This was borne out by the inspection. A small number of parents and carers felt their concerns and suggestions were not taken into account by the school but inspection evidence did not support this.

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

Ofsted invited all the registered parents and carers of pupils registered at Radipole 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 285 completed questionnaires by the end of the on-site inspection. In total, there are 417 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	185	93	93	33	6	2	0	0
The school keeps my child safe	192	67	90	32	0	0	0	0
The school informs me about my child's progress	148	52	132	46	4	1	1	0
My child is making enough progress at this school	160	56	116	41	7	2	0	0
The teaching is good at this school	198	69	79	28	1	0	0	0
The school helps me to support my child's learning	174	61	105	37	4	1	1	0
The school helps my child to have a healthy lifestyle	159	56	123	43	3	1	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)	169	59	99	35	2	1	0	0
The school meets my child's particular needs	177	62	99	35	7	2	0	0
The school deals effectively with unacceptable behaviour	132	46	132	46	6	2	2	1
The school takes account of my suggestions and concerns	124	44	139	49	11	4	1	0
The school is led and managed effectively	214	72	74	26	4	1	0	0
Overall, I am happy with my child's experience at this school	201	71	79	28	4	1	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.**



12 December 2009

Dear Pupils

Inspection of Radipole Primary School, Weymouth, DT3 5HS

I would like to thank you for making us so welcome when we visited your school recently and talking to us about your school and work. You told us that you enjoy coming to school, particularly the extra activities that are provided for you after school. We found that you are courteous to visitors and each other and your behaviour is good. You are willing to take on responsibilities and organise fund-raising activities to benefit others less fortunate than yourselves. You work hard in your lessons. We found that the effectiveness of your school is satisfactory. By the end of Year 6, you attain standards that are similar to most other schools and you make satisfactory progress in your learning. The partnership the school has developed with your parents or carers is excellent and you receive a high degree of care.

We have identified some areas of the school's work that need improvement to make it an even better place. These have already been recognised by senior leaders and the governing body and a start has been made to tackle them. These are the things that we have asked your school to do.

- Make sure that the monitoring of the work in Years 3 to 6 is as effective as in Years 1 and 2.
- Make sure that all of you in Years 3 to 6 receive high-quality teaching and are given challenging targets to meet.
- Introduce a more effective system to assess and record the progress you are making in your learning.
- Help you understand more about the different societies and cultures in Britain to prepare you more effectively for when you leave school.

You are already playing your part by behaving well and working hard in lessons. We wish you all the best for the future.

Yours sincerely

Judith Goodchild

Lead inspector (on behalf of the inspection team)

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**