

Inspection of Radleys Primary School

Kings Road, Rushall, Walsall, West Midlands WS4 1JJ

Inspection dates: 28–29 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have created a positive environment, where pupils feel safe and enjoy being at school. Staff are welcoming and encouraging. This creates a joyful climate that supports pupils to become confident and self-assured. Pupils are polite to visitors, for example by opening doors for guests unprompted.

Leaders are making changes to improve the quality of education for all pupils. In some subjects such as music, the curriculum is well developed. Other subjects still need more work to ensure the order of teaching follows a logical sequence.

The majority of pupils behave well at school. Pupils know that bullying of any sort is unacceptable and that teachers would stop it if it happened. One pupil spoke for many when they said, 'If there is a problem, our teachers help us to put things back to normal.'

Pupils enjoy the trips and clubs they attend. The school has plans to extend the range of these. The school has close links with its local church. Alongside this, pupils learn about other religions.

Leaders have high expectations of pupils. The school is highly inclusive and provides good guidance for pupils and families who need extra support.

What does the school do well and what does it need to do better?

The school's curriculum is not yet sufficiently coherently planned and sequenced in most subjects. However, it is clear from the actions leaders have already taken, including planning other subjects and training staff, that leaders are in the process of bringing this about.

The early years is well led. The leader is developing staff so that behaviour management becomes consistent across the Nursery and Reception class. Early reading, writing and mathematics are well promoted through the use of texts. For example, 'Whatever Next!' by Jill Murphy involved children re-telling the story through role play. They were also writing their own sentences about 'Baby Bear'. There are many opportunities within the classroom for children to extend their learning. The learning activities provided for early years children in the outdoor environment are not as well planned and thought out.

The teaching of reading has been weak historically. Leaders have now prioritised reading in the school. The teaching of phonics has improved. Training for staff has ensured that a consistent approach to teaching reading is in place. Books used within lessons support this. However, currently there are too few resources for pupils to take home books that are matched to the sounds they have learned in class. This hinders them practising these sounds.

Teachers plan learning activities that build well on pupils' previous learning in subjects such as reading and writing. In subjects including history and geography, the work is not as clearly sequenced. As a result, pupils do not know and remember as much as they should. In other lessons, such as mathematics, teachers do not spot pupils' errors quickly enough. This hinders pupils' progress.

Most pupils achieve a level that gives them a good start in secondary school at the end of key stage 2. However, leaders are aware of the need to improve attainment in all subjects, including outcomes at the end of early years, and the end of key stage 1.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. The SEND coordinator has a clear oversight of the provision put in place for these pupils.

Pupils make links between other cultures and British values. They understand the need to show tolerance and respect to others. Pupils' spiritual and moral development is a key feature of all aspects of school life. Pupils know what is right and wrong.

Pupils behave well and have positive attitudes to learning. They are keen to talk about their work. They have many opportunities to take on different responsibilities both within school and within their community. For example, eco-warriors carry out litter picking in the local area.

The school is well led and managed. Recent improvements made throughout the school are starting to have a positive impact. However, planning in some subjects is not as developed as in others. Subject leaders are working to put this right. Staff morale is high. Staff enjoy working at the school and agree that leaders ensure their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Staff know that safeguarding is very important. Leaders train staff so that they know what to do if they have any concerns about pupils' well-being or safety. Records show leaders understand the needs of vulnerable pupils. Leaders' quick responses provide support for pupils and their families when needed. Leaders and governors check staff are suitable before they begin work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In early years, indoor classroom activities ensure that children are focused on their learning. However, opportunities in the outdoor environment are not of the

same quality. Leaders should ensure that the range of resources and range of activities available outdoors are improved so pupils have access to a wider range of purposeful learning experiences.

- Pupils are now taught to read well. Pupils' progress is hindered because they do not take home books that are carefully matched to the sounds they know. Leaders should ensure that the reading resources pupils take home are matched carefully to their reading and phonics skills.
- In lessons such as mathematics, pupils' errors are not always identified quickly enough. As a result, pupils do not always get the support they need. Leaders must ensure staff are sufficiently skilled in systematically checking pupils' learning within lessons.
- The curriculum is not embedded fully across all areas yet. Leaders need to place a greater emphasis on the structure and sequence of lessons, so pupils develop a deeper knowledge and understanding of discrete subjects. This will help pupils to know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104207
Local authority	Walsall
Inspection number	10122478
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Rev Colin Such
Headteacher	Juli Copley
Website	www.radleys.walsall.sch.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- Children start school either part time or full time in the Nursery class and full time in the Reception class.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We focused on the following subjects during the inspection: reading, writing, mathematics and history. We visited lessons, looked at pupils' work and examined teachers' plans. We talked with pupils and staff about the way these subjects are planned and taught. We also looked at work from other subjects and spoke with pupils, staff and parents and carers about the school.
- I examined external performance data about the school and looked at the school's website.
- Pupils, staff (including the school's office manager), leaders, parents and governors spoke to us about safeguarding arrangements and routines at the school.

- We observed pupils' behaviour in class and at other times of the day and spoke to parents, staff and pupils about behaviour.
- During the inspection, we had formal meetings with the headteacher, the deputy headteacher (who is also the SEND coordinator), teachers and pupils. I also had a telephone conversation with a representative from the local authority. We also talked informally to pupils and parents to gather information about the school.
- We considered the seven responses to Ofsted's online questionnaire, Parent View. The 20 responses to the pupil questionnaire and the 17 responses to Ofsted's online questionnaire for staff that were available by the end of the inspection were also evaluated.

Inspection team

Heather Phillips, lead inspector

Her Majesty's Inspector

Caroline Badyal

Ofsted Inspector

Chris Stevens

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020