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Mrs Grace Slater  
Headteacher  
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Dear Mrs Slater

### **Short inspection of Radley Church of England Primary School**

Following my visit to the school on 26 February 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based upon the Christian values of 'relationships, resilience and respect' you have developed an inclusive, caring school, much esteemed by staff, parents and pupils. Pupils at your school have a clear understanding of the meaning of the school's values. As a result, there are good relationships between pupils and between staff and pupils.

You and your team have an accurate view of the school's strengths. Your plans for further development are based firmly on your thorough understanding of what needs to be done to improve the school further. You are supported by a skilled, ambitious governing body whose members hold leaders rigorously to account for their actions.

Your foundation stage provision, which caters for both nursery and Reception-aged children, is a strength of your school. It is regularly visited by teachers from other schools as a model for effective early years practice. Pupils in the Reception class enter the school with skills and abilities which are broadly in line with those found typically for pupils of their age and they make good progress. The most recent information shows that in 2018 all children in early years attained a good level of development, which is well above the national average.

Pupils enjoy coming to school. They are polite and eager to engage in conversation with visitors about their work and teachers. One group of pupils I spoke with

described staff at the school as 'friendly, fun and fair'. They relish the wide range of responsibilities they undertake and speak excitedly about themed weeks such as 'Narnia week'. Pupils say that these opportunities to learn alongside different age groups makes the school feel like a 'big family'.

Parents are very supportive of the school. Nearly all parents who responded to Ofsted's questionnaire Parent View said that they would recommend the school to other parents. One parent, echoing the views of many, reported that: 'We feel lucky that our children are able to attend this school. Staff are thoughtful, caring and treat children as individuals.'

You have addressed the last inspection's recommendations that work given to pupils should more closely match their abilities successfully. You have achieved this by giving pupils different starting points or different work when they are answering mathematics questions or responding to written tasks. This present system is relatively new, and you recognise that there is still work to do to ensure that all pupils, but especially the most able, are given work that readily challenges them.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff are well trained and know how to respond to any concerns about pupils' welfare. Governors regularly check that policies and procedures are up to date and are implemented effectively.

Pupils enjoy coming to school and attendance is currently above the national average. Pupils say that they feel safe and parents agree. Pupils say that they know that an adult will help them if they are having problems at school. They know what bullying is and say that it rarely happens at the school and that if it does it is dealt with swiftly. Pupils have a good understanding of keeping safe online and know the possible dangers of responding to friendship requests from people they do not know.

Systems for recruitment are rigorous. Leaders ensure that appropriate checks are carried out when appointing new members of staff. Volunteers also undergo careful checks before being allowed to help in the school.

### **Inspection findings**

- We agreed to look at the following specific areas of the school's provision: the effectiveness of safeguarding arrangements; the progress of pupils in key stage 2, particularly in mathematics; and the breadth and balance of the curriculum.
- Pupils attain well in early years and key stage 1. However, for the past three years the progress made by pupils between the end of key stage 1 and key stage 2 has remained broadly average when compared with other pupils nationally. As a result, some of your pupils, especially the most able, were not achieving the higher standards by the end of Year 6. With this in mind, you have introduced measures to ensure that work is now matched more closely to pupils' abilities

than had previously been the case. Work in books and current progress information show that pupils of all abilities are now making stronger progress. However, there is more to do, especially in mathematics, to ensure that pupils are challenged more readily to ensure that they reach their full potential.

- Small numbers involved render national comparisons of the progress made by disadvantaged pupils at the school difficult. Nearly half of the disadvantaged pupils at the school are also pupils with special educational needs and/or disabilities (SEND). To support their needs better, disadvantaged pupils receive carefully tailored intervention programmes. These interventions are closely monitored and adjusted as needed. Current progress data and work in pupils' books indicate that most disadvantaged pupils are making good progress from their various starting points.
- Leaders ensure that the school provides a broad and balanced curriculum. Coverage of every subject in the national curriculum is carefully monitored and, where necessary, areas of study are adjusted accordingly. For example, when leaders realised that art was not being covered adequately across the school, timetables were adjusted, and pupils now study a different artist each term. Evidence of pupils' high-quality artwork is on display throughout the school.
- Where possible, links are made across subjects so that pupils are aware that skills learned in one curriculum area can be applied to another. For example, pupils were encouraged to apply their mathematical measuring skills when constructing technology models. Subject leaders, many of whom lead several curriculum areas, regularly monitor their areas of responsibility. They undertake 'book looks', interview pupils and monitor progress to ensure that they have a robust understanding of the strengths and areas for further development within their areas of responsibility.
- Pupils talk enthusiastically and say that they enjoy topic work and the various visits that are linked to their work. One group of pupils spoke excitedly about a forthcoming trip to Stonehenge, while another group told me all about their recent trip to the Ashmolean Museum linked to their work on Ancient Greece.
- There are numerous opportunities for pupils to take part in a wide range of extra-curricular activities, including chess, recorder, netball and rock band. Leaders also ensure that all pupils have the opportunity to represent the school at a competitive level through participation in a wide range of local area sporting events. As a result, pupils of all abilities learn first hand about being a team player and supporting each other.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- Pupils' progress in mathematics continues to improve, ensuring that the most able attain the higher standard at the end of key stage 2.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Oxford, the regional schools commissioner and the director of

children's services for Oxfordshire. This letter will be published on the Ofsted website.

Yours sincerely

Brian Macdonald  
**Ofsted Inspector**

### **Information about the inspection**

During this inspection I met with you to discuss the school's self-evaluation and plans for improvement. I held discussions with subject leaders and members of the governing body. I met with a representative from the local authority. I considered documentation relating to governance, safeguarding and pupils' progress and attainment. I took account of the 10 responses to the staff questionnaire and the 43 responses to Ofsted's confidential online survey, Parent View. I spoke to several parents before school and considered the 41 free-text messages submitted by parents to Ofsted. I talked with pupils both formally and at breaktime and took account of 32 responses to Ofsted's pupil survey.