

Redbrook Church of England Primary School

Redbrook, Monmouth, Blaenau Gwent, NP25 4LY

Inspection dates

25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Good	2
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While the quality of teaching is improving strongly, there remain inconsistencies which mean that pupils' progress in lessons is not always as strong as it could be.
- Questioning is not used well enough to expand pupils' ideas and develop their thinking.
- Teachers do not always provide activities with enough challenge to accelerate pupils' progress.
- There is insufficient guidance for pupils to ensure they understand how to improve their work.
- Targets for improvement in reading, writing and mathematics are not used consistently enough to focus pupils on their next step in learning.
- Teaching assistant support for some pupils does not focus sufficiently well on individual pupils' learning needs.

The school has the following strengths

- The executive headteacher provides strong and determined leadership.
- In this very small school, pupils are well cared for. Behaviour and safety are good. Bullying is rare and pupils feel safe and well cared for. They have good relationships with one another and with the adults who support them.
- Pupils benefit from the very small classes. In each class teachers create a positive climate for learning, where pupils from a wide age range develop good relationships with adults and with one another.
- By the end of Year 6 pupils achieve well.
- Partnerships to promote learning are strong.
- The effective management of staff performance is leading to better outcomes.
- The successful distribution of leadership has improved the school's capacity for sustaining improvements.
- Pupils enjoy school and this is reflected in their above average attendance.

Information about this inspection

- The inspector observed teaching in both classes. Six lessons, taught by two teachers, were observed. All lessons were observed jointly with the executive headteacher. A whole school assembly was also observed. In addition, the inspector carried out a curriculum learning walk.
- Meetings were held with pupils, the Chair of the Governing Body, the executive headteacher, the senior teacher and the Early Years Foundation Stage leader. The inspector also had a telephone conversation with a representative of the local authority.
- The inspector observed the school's work, heard pupils read and scrutinised their work from the current year and from last year.
- The inspector looked at a number of documents including strategic plans, safeguarding arrangements, planning and monitoring documentation, records relating to behaviour and attendance, minutes of the governing body's meetings, assessment data and curriculum plans.
- The views of parents and carers were taken into account through consideration of the responses from 12 out of the school's 15 families to the on-line Parent View survey and informal discussions with parents and carers.
- Staff views were taken into consideration through scrutiny of questionnaires completed by eight staff members.

Inspection team

Ann Henderson, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school. It has two classes.
- From 1 April 2012 Redbrook Church of England Primary School was federated with St Briavels Primary School. The federation is known as the Wye Forest Federation.
- The executive headteacher has leadership and management responsibilities for both schools. St Briavels Primary School was not inspected as part of this inspection.
- There is one governing body for the two federated schools.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is well below average. There are no pupils supported through school action plus and no pupils have a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium funding is above the national average.
- The school has gone through a period of considerable change and the executive headteacher and some staff have been appointed since the last full inspection.

What does the school need to do to improve further?

- By the end of July 2013, ensure that all pupils make consistently good progress by:
 - securing consistently good teaching in the large majority of lessons
 - setting effective learning targets for pupils to enable them to monitor their own progress
 - ensuring marking consistently provides pupils with effective guidance on how to improve their learning
 - making more effective use of teacher questioning to expand and develop ideas and responses from pupils to further accelerate their progress
 - providing greater challenge for pupils at all ability levels
 - developing the skills of teaching assistants to support good learning in lessons.

Inspection judgements

The achievement of pupils is good

- Children's skills on entry to Reception vary. However, they are broadly in line with those expected for their age. Good routines and close liaison with parents and carers enable children to settle quickly.
- The large majority of parents and carers agree that their child makes good progress. Inspection evidence shows that individual pupils' achievement is not consistently high across all year groups. As pupils move through the school their progress accelerates, so that by the time they leave progress is good.
- By the end of Year 6 pupils' attainment is above average in reading, writing and mathematics. In 2012, the school's own data show that attainment in writing and mathematics was the highest for five years.
- In lessons pupils work well in pairs and small groups, particularly at Key Stage 2. Pupils apply themselves well and work effectively together. Levels of independence are increasing.
- Good leadership has resulted in improved systems for tracking and monitoring pupils' progress. Careful use of assessment information to plan next steps in learning and provide appropriate additional support is having a positive impact on improving the consistency of pupils' progress.
- The teachers' effective use of assessment ensures that pupils, including those with special educational needs and those accessing pupil premium support, make similar progress to their peers. This demonstrates how successfully the school promotes equality of opportunity and tackles any discrimination for all pupils.
- When reading, pupils use their phonic knowledge (the sounds letters make) to decode unfamiliar words well. As their skills increase, their enthusiasm for reading is evident and older, more competent, readers enthusiastically shared their views about their favourite authors and the books they read for pleasure.

The quality of teaching requires improvement

- Relationships in lessons are good, both between pupils and adults and between pupils. This contributes positively to pupils' developing confidence and their good spiritual, moral, social and cultural development. Pupils show empathy and understanding of the needs and views of others.
- Teachers use a range of strategies to engage and stimulate learners. They manage the wide age range in the classes well. Regular use of the interactive whiteboards to demonstrate strategies and explain activities provide a good focus for learning. Pupils respond well and positively contribute to learning in lessons.
- Teachers plan lessons in detail to meet the individual learning needs of groups of pupils. However, during lessons, questioning to further promote learning and accelerate pupils' progress is not always used to good effect. Opportunities are missed to respond to pupils' answers and extend their thinking.
- Younger pupils are supported well to settle into the school day. Effective additional support enables children in the Early Years Foundation Stage to access learning outdoors, where the recently improved outdoor learning environment provides good opportunities for independent learning. The teaching assistant carefully observed learning, stimulated thinking and encouraged children to explore their surroundings with interest and excitement.
- In the Key Stage 2 class, the teacher uses focused group teaching skilfully to ensure all levels of ability are provided with good quality directed teaching. However, this is not always followed up effectively during independent learning time with further adult support.
- Teachers mark pupils' work regularly. However, advice and guidance on how to improve

their work are less well developed. As a result, pupils are not always clear on the most important steps they need to take to expand their learning.

- The use of targets to promote learning is undergoing development. At present, pupils are unclear of what they are aiming to achieve or the goals they seek to reach. This limits their ability to monitor their own learning.
- Although pupils achieve well, opportunities for further challenge, to increase rates of progress and consolidate and stretch pupils' thinking, are often missed. Consequently, the impact of teaching over time requires improvement.
- Teachers recognise when their teaching has been most successful. They are committed to improving their practice to enable pupils to further improve their learning.

The behaviour and safety of pupils are good

- The caring and supportive ethos of this school, underpinned by its strong sense of Christian values, results in pupils who are considerate in lessons and at play times. They support each other well and show concern and care for each other. Pupils are polite, kind, well mannered and welcoming.
- Pupils' behaviour in this small, close-knit community is good. All parents and carers who responded to the on-line Parent View survey and those spoken to at the time of the inspection say pupils behave well, feel safe and are happy at this school.
- Attendance is above average and this confirms the views of pupils that they are happy to come to school. They enjoy their learning. Pupils feel safe and know that adults will help them and give them additional support if they have any problems.
- Pupils have a good understanding of the behaviours that constitute bullying, including cyber bullying and prejudice-based bullying, and all agreed that bullying is rare. The curricular provision supports pupils' knowledge of how to keep safe whilst using the internet and mobile technology. The school has correct procedures and monitoring systems in place to deal with inappropriate behaviour, including incidents of racism. There have been no exclusions.
- Improvements to the school security systems have been made since the previous inspection, with controlled and safe access between buildings for staff and pupils. Staff are fully aware of the need to be vigilant to ensure the safety of pupils during the school day.

The leadership and management are good

- As a result of the recent federation process, the school has been through a period of substantial change since the previous inspection. The vision and leadership of the executive headteacher have been instrumental in establishing a clear focus on school improvement.
- The executive headteacher has successfully shared her vision and articulated high expectations. She promotes a consistency of approach and rigorously implements a well-focused plan for the future success of the federation. Staff, parents and carers at Redbrook Primary School are fully committed to the improvements which are evident since the appointment of the executive headteacher.
- New systems are in place to track the attainment and progress of pupils. Regular assessments and meetings between teachers and the executive headteacher, to discuss individual pupils' progress, are being used effectively to ensure teachers are held accountable for pupils' achievements.
- Monitoring systems are robust. Regular monitoring of teaching and learning and a range of additional monitoring activities, such as focused learning walks, discussions with pupils and the scrutiny of pupils' work, provide leaders and managers with accurate information to inform school development planning. The most important areas for improvement have been accurately identified through this rigorous system of self-evaluation.
- The executive headteacher has an accurate view of the quality of teaching. Her judgements

and sensitive feedback, following lesson observations, provide a clear platform for further improvement. Professional support and training needs are identified to improve practice and develop teaching skills. This, alongside a rigorous performance management cycle, is having a strong and positive impact on the quality of teaching and the outcomes for pupils.

■ **The governance of the school:**

- Much of the work of the governing body in recent months has been focused on establishing the Wye Forest Federation. This has now been completed. Financial management is a strong focus to ensure the sustainability and long-term future of the school.
 - The governing body is fully aware of the need to monitor standards closely and hold staff accountable for improving outcomes for pupils.
 - Safeguarding and child protection systems meet requirements and staff vetting procedures are robust. All training is in place and regularly updated to ensure the safety and well-being of staff and pupils.
- The recent improvements to the curriculum, by linking subjects and focusing on a more creative approach to learning, have a positive impact on pupils' learning. The curriculum is good. It promotes good spiritual, moral, social and cultural development. The regular visits of the 'Super Stars' provide pupils with access to experts with skills in dance, drama and music, and makes a further contribution to the enjoyment of their learning.
- The school has established good relationships with parents and carers, which is illustrated by the overwhelmingly positive response to the on-line Parent View survey. Parents and carers agree the school is well led and managed and all those who responded to the survey would recommend this school to another parent.
- Partnerships are strong, particularly within the federation. In addition, the school works closely with other schools locally, including the secondary schools, which provide pupils with enhanced provision through the use of their sporting facilities and provision for more-able pupils in mathematics.
- The local authority provided guidance and support to the governing body when formalising the federation with St Braivel's. At the request of the executive headteacher, the local authority carried out an accurate review of the school's performance. Prior to this the local authority provided light touch support to the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115639
Local authority	Gloucestershire
Inspection number	401526

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Susan Young
Headteacher	Mandy Lloyd
Date of previous school inspection	11–12 February 2010
Telephone number	01600 713501
Fax number	01600 713501
Email address	head@wff.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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 0300 123 4234, or email 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

