

# Redbrook Church of England Primary School

Redbrook, Monmouth, Blaenau Gwent, NP25 4LY

**Inspection dates** 30 April – 1 May 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are achieving well. This is an improvement since the previous inspection, particularly in the class for the younger pupils.
- Pupils make good progress in all year groups in reading, writing and mathematics.
- The quality of teaching is good, and is significantly better than at the previous inspection, when it required improvement.
- Teachers are particularly good at planning for the range of ages and abilities in their classes and providing work which challenges the most able.
- Teaching assistants are skilled and make a major contribution, particularly, but not exclusively, to the learning of those with special educational needs.
- The school's systems for keeping pupils safe are extremely rigorous. Pupils say that they feel very safe and their parents and carers share this view.
- Pupils' behaviour is good, especially in class. Even the youngest children concentrate on the task in hand for lengthy periods.
- The executive headteacher leads a strong team. This was exemplified well by a member of staff who said, 'We are a strong team with a shared vision.'
- Governors provide valuable levels of expertise. They successfully challenge and support the leadership to improve the school.
- The drive for improvement has been successful and the quality of teaching is under constant scrutiny to ensure improvements are sustained.

### It is not yet an outstanding school because:

- The new systems of setting targets for pupils' next steps in learning are not being used consistently.
- Teachers' marking does not always give pupils information that helps them understand what they need to improve.

## Information about this inspection

- The inspector visited seven lessons jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils and four governors, including the Chair of the Governing Body and vice chair. The lead inspector also met with a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school days and analysed the results of the 12 responses to Parent View, the Ofsted online survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

## Inspection team

John Eadie, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Redbrook Church of England Primary School is a very small primary school. Pupils are grouped into two classes: one for Reception and Years 1 and 2; and one for Years 3 to 6.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average, although there were very few eligible Year 6 pupils when they sat national tests in 2013.
- Almost all pupils are from White British backgrounds. There are a few pupils from minority ethnic groups and some of these speak English as an additional language but none are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or who have a statement of special educational needs is also below average.
- The proportion of pupils who join or leave the school at times other than the usual starting or finishing points is well above average. Only a small minority of pupils in the current Year 6 will have completed all their primary education at this school.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post in September 2013 and all teachers except one and all teaching assistants are new since that time.
- The school federated with St Briavels Church of England Primary School in April 2012 and the headteacher is executive headteacher of both schools. The schools also share a governing body and a bursar.

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

- Improve the quality of teaching so that it is outstanding by:
  - ensuring that the new systems of setting targets for pupils' next steps in learning are used more consistently, particularly in mathematics
  - ensuring that marking consistently gives pupils a clear understanding of what can be improved in their work.

## Inspection judgements

### The achievement of pupils is good

- Children's levels of skills and knowledge when they start school are very variable, as is often the case in a very small school. However, they make rapid progress from their starting points in the Reception Year.
- Very good progress continues through Years 1 and 2 and school data at the end of Year 2 show that standards in reading, writing and mathematics have risen since the previous inspection. They are now generally above average.
- Pupils' progress in these early years in reading has improved recently. In the national phonics screening check in 2013 a well below average proportion of pupils in Year 1 reached at least the expected standard. In response to this, the school has ensured that phonics (linking letters to the sounds they make) is now taught very systematically. Those pupils who missed the standard last year are now working at well above average levels and pupils now in Year 1 are also working at a good level.
- Pupils' progress in Years 3 to 6 is good and improving. Pupils reached above average standards in the national assessments at the end of Year 6 in both 2012 and 2013. Pupils in the current Year 6 are working at comfortably above average levels.
- Attainment was a little lower last year in mathematics than in reading and writing, but this has been addressed well and half of this year's group are already working at the higher levels in all three subjects. Achievement in reading is particularly good through the school and pupils are keen readers.
- The school has adopted a new system to keep a check on pupils' progress and this shows that all groups of pupils are making similar progress. In particular disabled pupils and those with special educational needs make good progress as they are supported well and have good plans made to help them progress.
- Pupil premium funding is used well to support individual pupils. There were too few of these pupils in 2013 to compare their performance in the assessments in Year 6 with their classmates'. However, through the school they are making similar progress to their classmates and many of them are already working at the same levels or higher than other pupils.
- The most able pupils are provided with work that challenges them in all year groups and this is enabling them to make rapid progress and reach the standards of which they are capable.
- Pupils who join the school at times other than the usual starting point settle quickly and are making the same good progress as their classmates.
- The very few pupils from minority ethnic groups, including those who speak English as an additional language, make the same good progress as their classmates.

### The quality of teaching is good

- The quality of teaching over time is good. Pupils learn well and make good progress in English and mathematics. There are examples of particularly effective practice in both classes which enable pupils to make even better progress.
- Teachers are particularly good at planning to meet the needs of the range of ages and abilities in their classes. In almost all lessons, pupils work in groups of similar abilities, enabling teaching and tasks set to be focused on their needs, and this accelerates their progress. In both classes groups of pupils often work on their own at tasks matched well to their abilities, with more demanding tasks available for when they are ready to move on to higher levels. Meanwhile, the teachers introduce new work to another group.
- The areas for development noted in the previous inspection to improve the quality of teaching have been addressed extremely well. For example, teachers now use questioning very well to expand and develop ideas and responses from pupils to further improve their progress.
- A new system of setting targets to help pupils understand what they have learnt successfully

and what they need to learn next to move on to the next level has been introduced, but this is not yet being used consistently, particularly in mathematics. Similarly, the system of marking pupils' work does not always show them what they need to do to improve. As a result, pupils do not always have a clear understanding of how they can do their best.

- Teaching assistants are skilled and play a key role in aiding pupils' progress. Although much of their work is with those who are experiencing difficulties, they also work with other pupils to enable them to reach the highest standard possible.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good and this view was confirmed by pupils, parents, carers and staff. Attendance is well above average, punctuality is good and persistent absence is very unusual. Pupils are courteous and considerate and they relate very well to each other and to adults. Behaviour at playtimes is good.
- Pupils' very positive attitudes to learning contribute much to their good progress. This is due to a significant extent to the positive attitudes of adults who make the pupils feel valued as individuals and respect their abilities. Pupils are particularly well behaved in class and there is an extremely purposeful working atmosphere in lessons. Occasionally, behaviour in the playground displays a lack of awareness of the needs of others.
- The school's work to keep pupils safe and secure is outstanding. Procedures for ensuring pupils' safety are rigorous and pupils say that they feel exceptionally safe in school. All parents and carers who responded to the online questionnaire shared this view as did those spoken to before and after school. Pupils spoken to during the inspection said that bullying is rare, minor and dealt with extremely well. Parents and carers also agree that this is the case.
- Pupils have very good knowledge of different forms of bullying, particularly the dangers that may be found when using the internet. Discrimination of any kind is not tolerated and pupils said that the few from minority ethnic groups are fully integrated and welcomed. The school has recorded a couple of incidents of racial bullying in the past but these were the result of a lack of understanding by young children, who were genuinely mortified when this was pointed out to them.

### **The leadership and management are good**

- The headteacher provides clear leadership and his high expectations are shared by all staff and governors. There is an extremely strong team spirit and drive for improvement, evident in the progress made since the previous inspection. Good teamwork is central to the progress being made; as a member of staff said, 'I enjoy being part of a passionate and supportive team.' However, the team is very new and has not yet had sufficient time to implement all the changes necessary.
- The staff team, all of whom act as middle leaders, create good plans for improvement and carry them out effectively.
- Staff benefit from good opportunities to improve their teaching skills, and further training helps to sustain and improve pupils' achievement. The links with the federated school have been beneficial in this process, as have good links with other schools in the area. For instance, the partner school has shared expertise, which has helped in the drive to improve the quality of teaching.
- Parents and carers are extremely supportive of the school. All those spoken to, around 80% of families, and all who responded to the online questionnaire expressed exceptionally positive views of the school. In particular, several whose children had not been in the school for very long were fulsome in their praise of what the school had done to meet their children's needs and express how happy their children are in the school.
- Equality of opportunity is central to the school's values. This is reflected in the way that the curriculum is planned to provide a very broad range of experiences so that pupils are prepared

very well for the future. In particular, the variety of extra-curricular activities provides many opportunities for pupils to excel. For instance, nearly three-quarters of the pupils attend the school's gardening club.

- Provision for pupils' spiritual, moral, social and cultural development is very strong. A strong sense of community is encouraged and relationships at all levels are very positive. There is a clear moral code and pupils know right from wrong and usually make the right choices. They manage their own behaviour well and are given plenty of freedom to do this. Pupils are aware of their own culture and are provided with many opportunities in the curriculum to extend their cultural awareness. Spiritual awareness is developed well through assemblies.
- Funds are managed very carefully. The extra money provided for pupils eligible for the pupil premium is used well. It is focused very tightly on the needs of these pupils and is effective in accelerating their progress and access to the curriculum.
- The new funding for physical education has been planned for well. In particular, it has enabled different sports, such as hockey, tennis and gymnastics, to be taught. These initiatives have benefited pupils' health and well-being and pupils say that they particularly enjoy the wider range of sporting activities available. The school has also established a good relationship with the village football club, who enables use of their field, which is of great benefit as the school has limited space for outdoor sports.
- Safeguarding procedures are very thorough and pupils are kept safe.
- The local authority has been very supportive in the process of improvement, particularly in improving the quality of teaching.
- **The governance of the school:**
  - The members of the governing body provide a wide range of experience and expertise and are committed to the continued improvement of the school. They know what the school does well and how it can improve. Governors use their understanding of information about how well pupils are doing to compare achievement with what is found nationally and they provide good levels challenge to leaders through their very effective school improvement committee. Their knowledge of pupils' progress has improved significantly since the use of the new tracking system, which provides data in a manageable and understandable format. Governors have carried out a review of how effective they are and they regularly attend training to improve their skills. They are fully involved in making sure that good progress is made in improving the quality of teaching and in raising standards. Governors carefully track how pupil premium funding is being used and whether it is making enough difference. The setting of targets for teachers is effective and where appropriate, closely linked to progression through the pay scales.

## 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 pupils' 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 pupils' 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

<b>Unique reference number</b>	115639
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	431669

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Susan Young
<b>Executive Headteacher</b>	Ian Barkley
<b>Date of previous school inspection</b>	25–26 September 2012
<b>Telephone number</b>	01600 713501
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