

Inspection of Redmarley Church of England Primary School

Redmarley, Gloucester, Gloucestershire GL19 3HS

Inspection dates: 24 and 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Redmarley Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Redmarley Church of England Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils enjoy coming to school. They reflect their motto 'Shine' in everything they do. Pupils sing about it in their school song enthusiastically.

Leaders have high expectations for pupils' behaviour, conduct and attendance. Most pupils respond appropriately to the rules and routines that are in place. If fallouts do occur, staff deal with them sensitively. Despite this, there are a few younger pupils who do not follow routines well enough.

Pupils feel safe. Relationships between staff and pupils are warm and respectful. Pupils say that bullying is rare. If it were to happen, they are confident that adults would deal with this quickly.

Leaders ensure that the pastoral support pupils receive is strong. Pupils understand how to speak about their feelings. However, some pupils do not know enough about the protected characteristics or fundamental British values, such as democracy and tolerance.

Pupils enjoy the range of clubs that are on offer to them, such as bell ringing and sewing. They value the opportunities they have to become 'buddies'. This starts with reading but extends to helping younger pupils during breaktimes. Pupils say this helps them set a positive example for others.

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

Leaders have designed an effective curriculum that helps most pupils learn and remember more over time. In subjects where published outcomes are below national expectations, leaders have taken effective action to strengthen the curriculum. For example, the focus that leaders have placed on mathematics is making a difference. Pupils use their knowledge of number well. Many say mathematics is their favourite subject.

Leaders prioritise reading. They have recently implemented a new phonics scheme. Pupils' reading and spelling are improving because of this. Children learn phonics as soon as they start school. Their fluency in reading develops well. If pupils fall behind, they receive the support they need to help them to keep up. Teachers read stories to pupils throughout the school. They choose a range of books which help pupils understand the diversity and richness of literature. Despite this, teachers do not support older pupils' reading as effectively. Some older pupils select books that are not well matched to their ability.

The English curriculum is well planned and carefully sequenced. Older pupils use their writing skills well across a range of subjects. In most cases, teachers check pupils' learning carefully. They praise success and point out misconceptions. When the use of assessment is not as effective, pupils continue to make errors, especially in their writing.

While leaders have put in place a well-planned curriculum that sets out the important knowledge that pupils need to know, the implementation of this curriculum is not as effective in some areas as it is in others. This is particularly true in the early years. Some teachers do not make clear what they want children to learn, nor do they ensure that children's work is of a suitable standard. Children flit from one activity to another. They do not concentrate on, or complete, their learning purposefully. This prevents them from learning and remembering the important knowledge they need and hampers the progress they make.

Leaders ensure that staff are well supported to meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers know the pupils well. They make sure that these pupils receive the help they need. As a result, pupils with SEND access the same curriculum as others.

Pupils' attitudes to learning develop over time. The pupils' fondness for their time in school and obligation to make other pupils experience the same shine through in them.

Pupils benefit from a well-designed personal, social, health and economic curriculum. Consequently, they understand how to take care of themselves and others. Pupils have a mature awareness of how to maintain their mental health. They develop their sense of character by raising money for charities. Older pupils understand the differences between healthy and unhealthy relationships. For example, they know why consent is important.

Governors, including those from the trust, know the school well. Their actions are making a difference. This is particularly the case with the training they offer to staff through the many networks that exist across the trust. Staff, including those who are new to teaching, appreciate the way in which leaders support their development and are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads are vigilant in their duties and protect pupils. Staff receive regular and up-to-date training. They know how to identify and report any concerns about pupils who may be vulnerable. Leaders make sure that external support is provided at the right level to keep pupils safe.

Recruitment checks are undertaken thoroughly.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the early years curriculum is not consistently strong. Children's learning does not build on what they know and can do. Leaders need to ensure that the early years curriculum is planned and implemented so that children make a strong start in all areas of learning.
- Some pupils' written work has consistently inaccurate spelling and punctuation. Some teachers do not check pupils' learning well enough, and pupils make the same mistakes over time. Leaders must ensure that teachers check pupils' learning and help them to write accurately and fluently.

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 information from Ofsted Parent View 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.

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	137132
Local authority	Gloucestershire
Inspection number	10229003
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	Board of trustees
Chair of trust	Craig Pumfrey
Headteacher	Sarah Smith
Website	www.redmarleyacademy.org
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Redmarley Church of England Primary School converted to become an academy school in February 2012. When its predecessor school, Redmarley Church of England Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The headteacher was appointed in June 2016.
- The school became part of the Primary Quest Multi-Academy Trust in 2019.
- The school is a voluntary controlled Church of England school in the Diocese of Gloucester. The latest section 48 inspection took place in May 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the chief executive officer, the chair of the local advisory board and two other local advisers, the headteacher, the deputy headteacher, staff and pupils. The lead inspector had a telephone call with the chair of the trust and the school improvement partner.
- ② Inspectors carried out deep dives in these subjects: early reading, English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- ② Inspectors looked at the single central record and discussed case studies of vulnerable pupils with the designated safeguarding lead. They spoke to staff and pupils about the training and education they had received about keeping safe.
- ② Inspectors took account of responses to the online questionnaire, Ofsted Parent View, and the results of the staff and pupil questionnaires.

Inspection team

Kathy Maddocks, lead inspector	Ofsted Inspector
Lorna Buchanan	Ofsted Inspector

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