

Inspection of a school judged good for overall effectiveness before September 2024: Redbrook Church of England Primary School

Redbrook, Monmouth, Blaenau Gwent NP25 4LY

Inspection date:

7 January 2025

Outcome

Redbrook Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils at Redbrook are happy, settled and safe. They are supported by staff to uphold the school's motto of 'Love, Learn, Live'. Relationships between staff and pupils are warm and respectful. Pupils know what it takes to be a good friend. They enjoy harmonious playtimes together. The school's 'extended family' ethos is appreciated by pupils and parents and carers alike.

The school's curriculum helps pupils learn how to be physically and mentally healthy. Pupils learn how to keep themselves safe in school, online and in the community. They talk with confidence and knowledge about people's religions and faiths. Over time, pupils develop the skills to learn with greater independence and resilience. They consistently show they want to do their best. Pupils have positive attitudes to their learning.

Since the previous inspection, the school's curriculum has been reviewed and redesigned. This has raised expectations of what pupils can achieve. The ambitious curriculum helps pupils to learn and meet the end-of-key-stage national expectations. Pupils with special educational needs and/or disabilities (SEND) are appropriately supported to achieve well. Pupils enjoy school, and most attend regularly.

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

The school, alongside its governors, monitors the impact of the curriculum on pupils' achievements closely. Staff work with colleagues from the federation to frequently review and adapt the curriculum to meet the needs of pupils. This shared subject leadership and

curriculum development helps staff to successfully manage their workload. This contributes to the support for staff's well-being.

The curriculum's focus on diversity has ensured that pupils learn about some aspects of life in modern Britain. For example, pupils know about the fundamental British values of tolerance and democracy. However, pupils are unsure about the different cultures and communities found in Britain and across the world. Therefore, pupils have not secured their knowledge of what is similar and different between people and their experiences of life. This does not help to prepare them well for life beyond primary school. Their experience, knowledge and understanding of life in modern Britain is limited.

Knowledgeable staff teach the school's curriculum effectively. Pupils demonstrate secure subject knowledge, particularly in English and mathematics. Staff skilfully help pupils to practise and use the correct letters and sounds in their reading and writing. Pupils enjoy reading. They talk about books with confidence and joy.

The school monitors pupils' progress through the curriculum closely. Pupils regularly review important concepts in their lessons. In most subjects, teachers check, identify and rectify any gaps in pupils' subject knowledge effectively. This helps pupils to build on their prior learning, secure new knowledge and make connections between important concepts. However, in some subjects, the school does not use assessment information effectively to build pupils' knowledge securely.

Pupils who require additional support to keep up with the curriculum's expectations receive appropriate help to meet their needs. The school works in partnership with parents and external professionals to ensure pupils receive appropriate individualised support for any SEND they may have. Information from home and school helps to develop pupils' support plans.

The school's strong working relationships with parents have also led to a significant improvement in most pupils' attendance. Pupils' attendance is frequently checked. Staff take swift action to support families if their child's attendance starts to decrease. Agreed actions to improve pupils' attendance are bespoke and successful.

Pupils' behaviour in and around the school is positive. They know and understand the school's expectations and respond appropriately. Pupils who need additional help to recognise and manage their feelings and emotions are well supported. This means that in the classroom, pupils can concentrate on their learning. Staff teach pupils the strategies to deal with friendship issues successfully. As a result, pupils of all ages play well together.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Improvements to the use of assessment information in the wider curriculum are very recent and have not had an impact on pupils' gaps in knowledge. In a few subjects, pupils do not learn as well as they could. The school must continue its work to refine assessment so that learning builds on what pupils already know and closes gaps in knowledge across the wider curriculum.
- The school has not ensured that pupils are well prepared for life in modern Britain. Pupils' knowledge of the cultures and people living in Britain is superficial. The school should prepare pupils for life in modern Britain effectively so that they understand and respect differences in the world.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115639
Local authority	Gloucestershire
Inspection number	10344512
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	The governing body
Chair of governing body	Mike Haines
Headteacher	Natalie Frey (Executive Headteacher)
Website	www.wyeforestfederation.co.uk
Dates of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- Redbrook Church of England Primary School is part of the Diocese of Gloucester. Its last section 48 inspection took place in May 2019.
- The school forms part of the Wye Forest Federation, with St Briavels Parochial Church of England Primary School.
- The executive headteacher was appointed in January 2022.
- Pupils are taught in two mixed-age classes.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and the deputy headteacher, staff and governors, including the chair of the governing body. The lead inspector spoke with a representative of the local authority.
- Representatives of the diocese and of the local authority attended the final feedback meeting.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View and met with some parents at the end of the school day. They also took into consideration the responses to Ofsted's survey for staff.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Lizzy Meadows

Ofsted 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 2025