



Redmile Church of England Primary School

Inspection Report

Unique Reference Number 120154
LEA Leicestershire
Inspection number 280747
Inspection dates 2 May 2006 to 2 May 2006
Reporting inspector Rajinder Harrison AI

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Nottingham
Age range of pupils	4 to 10		Nottinghamshire NG13 0GL
Gender of pupils	Mixed	Telephone number	01949 842429
Number on roll	54	Fax number	01949 842429
Appropriate authority	The governing body	Chair of governors	Mrs Debbie Norman
Date of previous inspection	29 February 2000	Headteacher	Mrs Julie Hopkins

Age group	Inspection dates	Inspection number
4 to 10	2 May 2006 - 2 May 2006	280747

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Redmile School is very small and serves the local village and its immediate surroundings. The pupils are almost all from White British backgrounds. Very few pupils are eligible for free school meals and lower than average numbers of pupils are identified as having learning difficulties. Attainment on entry to the Reception class is judged to be average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. Inspectors agree with the school's view on its effectiveness. The pupils enjoy school, work hard and achieve well. They are well behaved, feel secure and happy at school and trust their teachers. Parents are pleased with what the school provides with one governor expressing accurately that 'the school has a very special ethos of performance, fun, encouragement and care'.

The school promotes a harmonious 'family' atmosphere that respects the contributions of all its members. Teaching is good and procedures for the care of pupils are outstanding. The curriculum is good with some very good activities that all pupils benefit from. Provision for children in the Foundation Stage is good and this helps them to make a good start to their education. More could be done to involve pupils in pursuing their individual targets and inconsistencies in teachers' marking does not always show the pupils how to improve their work. Although parents have a high regard for the school, a number feel they would like information more regularly about what their children are learning.

The school's procedures for self-evaluation are good and include regular quality checks of teaching and learning and consultations with pupils and parents. The school rightly identified priorities to improve work in mathematics and provide greater challenge for the more able pupils throughout the school. The actions taken by good leadership and management are starting to impact on raising standards.

The school is well placed to continue to improve because the leaders know what needs to be done and are successful in tackling issues as they arise.

What the school should do to improve further

- Involve pupils in setting personal targets and checking that they are reaching them.
- Ensure marking is consistent in making it clear to pupils how they can improve their work further.
- Provide parents with information about what their children are learning in all subjects each term.

Achievement and standards

Grade: 2

Pupils' achievement is good and they are working at above average standards by the end of Year 5. With the good individual support they receive, pupils with learning difficulties grow in confidence and achieve well.

In the Foundation Stage, the children make good progress in all areas of learning. They settle quickly into school routines, gaining in confidence and independence over time. A significant minority exceed the expected goals by the end of the Reception Year and work on Year 1 of the National Curriculum. The pupils in Years 1 and 2 make good progress and do particularly well with their writing where they have many

opportunities to write independently. Their progress in reading and mathematics is good, and a good number exceed the expected levels. The emphasis the school has placed this year on challenging the more able and promoting investigation skills has begun to have a positive impact on raising standards, particularly in mathematics.

From Years 3 to 5, the pupils continue to achieve well and are on track to reach above average standards in English, mathematics and science. Progress is good and pupils enjoy many good opportunities to work independently. The school has high aspirations for its pupils and sets itself challenging targets which almost all pupils reach and a good number exceed.

Personal development and well-being

Grade: 2

Pupils' keenness to attend school reflects their positive attitudes to learning and good personal development. They behave well and co-operate with others sensibly. Older pupils are protective towards younger children, and help in ensuring they quickly become a part of the 'school family'. Children in the Reception class respond well to the high expectations placed upon them to take turns when speaking and to play fair. Relationships throughout are very good.

Pupils' good spiritual development is promoted well. Through assemblies and other occasions, pupils learn to appreciate a sense of self-worth and their place in the world. They contribute well to the community, developing enterprising skills by organising coffee mornings and charitable events. They are aware of those who are less fortunate in the world and respond readily in raising funds to help. A strong moral code of care and respect underpins pupils' good understanding of how their behaviour always has consequences. They learn to take responsibility for themselves and their actions. Social events, a rich range of activities outside lessons and visits to places, such as the Opera House at Covent Garden, all promote their good social and cultural development. Visits to places of worship, together with a range of cultural activities, provide pupils with good insights into the multicultural world in which they live and the school is aware of the need to develop the latter further. The school council plays a vital role in shaping provision for pupils, such as creating a 'quiet, fluffy garden' symbolising a peaceful haven at playtimes. Their understanding of healthy lifestyles is good. They were quick to point out that 'too much salt is bad for you' and 'you should have lots of exercise'. Such awareness, as well as their secure basic skills, prepares them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, resulting in pupils' good achievements. The classrooms are stimulating learning environments. Good emphasis is placed on celebrating pupils' work and reminding them of what they have learnt. The pupils are enthusiastic about their teachers and there is a strong sense of mutual respect. The teachers work hard

to plan interesting tasks and activities that engage pupils of all abilities and help them to progress. Lessons are lively and challenging, often involving independent thinking and group-work. Good emphasis on discussions encourages pupils to share their ideas, with one pupil in the Year 2/3 reminding her friend that 'we are a group and we need to help each other'. In occasional lessons where the pace decreases and the level of challenge is not appropriate, lessons become satisfactory, rather than good. Nevertheless, even in such classes pupils' very positive attitudes to learning ensure they continue to do their best.

The teachers review pupils' progress regularly and evaluate the effectiveness of their lessons well. The pupils are encouraged to take responsibility for their learning and are aware of their learning targets. However, teachers do not always make enough reference to these targets in their marking to acknowledge when they are met or to explain how pupils can improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good, particularly strong being the creative aspects. It meets the needs of all pupils and supports their good achievement and personal development. Teachers plan materials, often through themes incorporating a number of subjects, which helps pupils build on previous learning effectively. There is a good emphasis on developing key skills with information and communication technology (ICT) underpinning many subjects. Although physical education is adversely affected by the lack of a hall, the school compensates well by providing many good physical and sporting activities such as weekly swimming lessons. A good personal, social and health programme promotes pupils' awareness of healthy living and the dangers of drugs and smoking. Pupils participate enthusiastically in a very good range of enrichment activities that include French and many clubs. Many take a lively interest in performances in drama and music. Frequent opportunities to take part in sporting events with other schools, together with a wide range of visits and visitors bring the curriculum alive, adding to pupils' enjoyment of school.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good, with care being outstanding. Pupils know they can seek help and support from any adult in the school because, they say, 'everyone takes care of each other'. Every child feels valued and respected and parents acknowledge the school's very good care arrangements. Child protection procedures are secure and understood by all staff. Children say there is no bullying and teachers deal with any problems that arise immediately. Academic support is good leading to pupils' good achievement. The setting and sharing of individual targets is being developed successfully, and inconsistencies in the quality of these targets are being addressed. However, pupils are not always involved in setting their targets and sometimes they are not sure if they have achieved them or not. Pupils with learning

difficulties and disabilities are well supported through good individual help and this enables them to make good progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, with the assistance of her efficient senior teacher, has achieved a great deal in her first year in the school. For example, the deficit budget has been reconciled and she has accurately identified the priorities to move the school on. There is a strong focus on achievement with high aspirations for the success of all the pupils. This has already had a positive impact on raising standards, particularly in mathematics. The school operates in a very calm, caring atmosphere where everyone's contributions are valued.

Issues from the last inspection have been resolved fully and the school has an accurate view of its work. Provision in the Foundation Stage is now good and teaching is regularly and accurately reviewed. The leadership team approaches self-evaluation thoughtfully and has identified future priorities that include a focus on science and the building of a sports hall to improve facilities for physical education. Governors are frequent visitors to the school, helping on trips and other activities and offer staff a good level of critical challenge through, for example, monitoring the teaching. There is a healthy exchange of information so that they are kept fully in the picture. All this contributes to the school's good capacity to improve further.

Parents and pupils are consulted regularly and their views taken seriously when considering school developments. However, parents could be better informed about the work their children do in school. Links with other schools are very good and partnership bids for funding, for example, help the school maximise its resources.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember we came to visit your school a short while ago to see how good it was and how well you were doing. Thank you for being so friendly and talking to us about all the interesting things that you do in school!

I am writing to tell you what we found out about your school

• You are very lucky to be at such a good school where all your teachers and other helpers work hard to make things interesting and fun for you. You certainly work hard and do well in your time there. • We know you are well looked after and that you can go to any of the grown ups that work with you if you need to ask for help or tell them anything. • You have a really lovely school and the playgrounds and fields are brilliant. You talked enthusiastically about the many exciting visits you go on to places like London and the 'sleep over' trip to Kingswood sounds great fun. • It was really lovely to see how you help to keep your classrooms tidy; we were really impressed when you told us how you look after each other and feel you are all part of one big 'family'. • We are really pleased that you think about people in the world who do not have all the things you have and raise money to help others. • Your behaviour is really good - well done for being so sensible and polite.

To make the school even better, we have asked your teachers to

• Involve you more in deciding your targets and checking that you meet these. • To mark your work so you always know how to improve it further. • Give your parents more information about what you do in lessons.

Thank you again for showing us your school and good luck in everything you do.