

Redmile Church of England Primary School

Inspection report

Unique Reference Number	120154
Local Authority	Leicestershire
Inspection number	327212
Inspection dates	11–12 December 2008
Reporting inspector	Chris Moodie

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	61
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ian Hildyard
Headteacher	Julie Hopkins
Date of previous school inspection	2 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	6 Belvoir Road Redmile Nottingham NG13 0GL
Telephone number	01949 842429
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector over two days.

Description of the school

Redmile School is very small and serves the local villages and surrounding area. The pupils are predominantly 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 and/or disabilities. There is provision for the Early Years Foundation Stage (EYFS) in a Reception class. The school was awarded the Artsmark in 2004, the Activemark in 2008, the Naace mark for ICT in 2006 and was accredited as a Healthy school in 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school offers a good quality of education. Pupils make a good start to their education in the EYFS and they continue to achieve well as they progress through the school. Pupils' personal development and well-being are outstanding. The headteacher provides clear direction for the school to improve, and is well supported by a dedicated staff team. The school's self-evaluation is accurate, and plans to make further improvement are rigorous. Governors provide the school with effective challenge and support. Leadership and management are good overall.

Pupils enter the EYFS with skills which are broadly typical for children of this age. They make good progress and by the time they leave the school, standards in English, mathematics and science are above average. The pace of progress is slower in mathematics than in the other subjects and the school has recognised there is further work to be done in this subject. Pupils with learning difficulties and/or disabilities receive good support and make similar progress to their peers. The good teaching results in pupils' good achievement. All staff work hard to make lessons exciting. Pupils enjoy learning because their work is carefully planned and is well matched to their needs and abilities. Teachers make effective use of the available information and communication technology (ICT), which makes lessons interesting and interactive.

Classrooms are calm and well managed. All adults provide the pupils with high quality care and support. As a result, pupils have very positive attitudes towards school and their behaviour is outstanding. They enjoy each other's company and have very strong relationships with all members of staff. This means that all can contribute to the extremely positive school ethos. The staff know the pupils very well, and provide a nurturing environment in which they learn and flourish. Target setting and teachers' marking are not yet fully effective and consequently academic guidance for pupils, although satisfactory, is in need of further development. The good curriculum is enriched with visits and visitors. There is a wide range of after-school activities which are well attended by pupils of all ages.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is well led and managed, and consequently, the curriculum and teaching and learning are good in the Reception class. Very good arrangements exist to ensure the children's safety, health and well-being, and the children get off to a good start. Children's personal development is excellent because all staff know each child very well and give good encouragement and praise. Children are confident, very well motivated and enthusiastic about their learning. Their behaviour is exemplary. They play happily together and learn to share and to make choices.

Due to the very small number of children, standards overall vary from year to year. However, children enter the Reception class with skills and understanding that are typical for their age. On entry, aspects of literacy, such as linking letters and sounds, are less well developed than other areas. Children make good progress because of well-planned activities and high quality adult support. Lessons are effectively matched to children's interests and abilities. By the end of the Reception Year, all children reach the expected goals and their achievement is good. The early links established with parents are effective in encouraging them to be fully involved in their child's learning. The outside accommodation currently limits the choices that children can make, as there is extensive building work in progress. However, the school works hard to ensure that learning is extended beyond the classroom; for example, a numeracy lesson was

conducted outdoors. There are plans in place to develop the outdoor area to provide a richer curriculum for the children.

What the school should do to improve further

- Improve achievement in mathematics so that it matches that of English and science.
- Ensure that teachers give clear guidance to pupils so that they know how to improve their work.

Achievement and standards

Grade: 2

The small and variable numbers of pupils in each year group means that assessment data cannot be relied upon to reflect accurately their achievement and standards. The analysis of pupils' work shows that by the time they leave the school, standards are above average in English, mathematics and science. Reading standards are higher than those in writing, mathematics or science, and this is due to the high priority that the school gives to the early acquisition of reading skills. Recent work to improve pupils' standards in writing has been effective and the work in pupils' books is of a good standard. Pupils also make good progress in science. Mathematics has not improved at the same rate as reading or writing. The school has identified this and has plans to improve pupils' achievement in this subject. Pupils make good progress throughout the school, with the best progress being in Years 4 to 6. Pupils with learning difficulties and/or disabilities are identified at an early stage of their education and receive effective support which enables them to make good progress.

Personal development and well-being

Grade: 1

The school's motto of 'learning together and having fun' is very well implemented. As a result of this positive approach, behaviour in the school is outstanding. Pupils enjoy their time at school and enthuse about their activities and lessons. This results in their good and improving attendance. Pupils are considerate and supportive of their peers, as seen in the school council, which works hard to reflect the feelings and opinions of all pupils while also raising funds for the school and national charities. Pupils feel very safe in the school and are very confident in the care that the school provides. They have an excellent understanding of how to lead a healthy lifestyle. Their spiritual, moral and social development is excellent, and this allows them to make a significant contribution to the school and the local community. Pupils' cultural development is good and they have a growing understanding of cultures other than their own. They talk knowledgeably about their 'Flat Stanley' project in which they communicate with children from all over the world. Good achievement in English, mathematics and ICT means that pupils are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Good teaching provides lessons which are well planned and managed. Pupils are interested and motivated learners who are very keen to contribute and offer answers. The best teaching makes very good use of questioning to involve pupils of all abilities, and encourages discussion to assess how much they understand. Challenges are welcomed by pupils because they are

presented to them in exciting ways, and good use is made of the school's reward system to provide incentives. As a result, pupils learn to work well in small groups and independently. Work is marked but pupils do not receive clear instruction as to how they should improve. Teaching assistants are well deployed. The good support that they provide enables pupils to achieve well. Very good relationships between all staff and pupils create an atmosphere in which learning is celebrated by all. Teachers make effective use of assessment information and know their pupils' strengths and weaknesses well. This helps them to select the right work for each pupil, and in turn supports progress. Interactive whiteboards have been installed in each classroom and are used well by teachers and pupils. This adds to the pupils' enjoyment of lessons and also helps them to develop good skills in ICT.

Curriculum and other activities

Grade: 2

Pupils enjoy their learning because the school provides a good curriculum. The school has begun to match learning to the interests of the pupils. As a result, topics which involve a range of subjects are taught, and the outcomes are good. ICT is taught through other subjects and pupils develop key skills at an early age. The curriculum is enriched by a range of interesting visits and trips which pupils keenly recall. There are opportunities for pupils to interact with their local community, for instance when they visit a local hospice. Pupils are active fundraisers, and participate in the organisation of the school's annual cycling challenge. This ambitious event raises huge amounts of money for both the school and a nominated charity and elevates the school's national profile. Attendance at the after-school clubs is high, as 80% of pupils attend at least one of the clubs. The school promotes musical development well. In addition to opportunities to learn other instruments and join a choral project, pupils in Years 4, 5 and 6 all have flute lessons. International links with other schools have not been established, and this has been identified as an area for action.

Care, guidance and support

Grade: 2

The school offers a very high standard of care. All staff know the pupils very well, and encourage them to do their best on an individual basis. The school's procedures for the safeguarding of its pupils are rigorous and comply with statutory requirements. The school is well looked after and is a safe environment in which to learn. Parents are provided with good information about their children's progress and development, and are overwhelmingly supportive of the school. As one parent stated, 'I feel very lucky that my children attend such a caring school where they are nurtured and valued.' The school works effectively with outside agencies to secure support where it is needed. However, systems for academic guidance are inconsistent. The marking of work is only satisfactory overall, and while some pupils know how to improve their work, others are unclear. Appropriate targets for improvement are set by teachers but many pupils are not aware of them.

Leadership and management

Grade: 2

The school has an accurate view of its own strengths and weaknesses. This arises from the good systems of self-evaluation that the headteacher oversees. The school consults with parents and pupils and takes their views into account when planning for the future. As a result, the

school community shares a common sense of purpose, typified by a parent who said, 'I feel very involved with the school and involvement is encouraged, so that the whole family feels part of the school experience.' The headteacher has a clear vision for school improvement, which is well communicated to the full staff team. In addition, she is very effective in securing funding for the school. For example, a new school hall is being built which will significantly enhance the facilities for all pupils. Governors are well informed and have a clear vision for the school. Decisions are taken following careful consideration of all options. Financial planning is good, and this has enabled the school to recover from a deficit budget. Resources are used well and the school offers good value for money. The annual cycling challenge is coordinated by a committee of parents, staff, governors and friends within the community and is an excellent example of local community involvement. The funds generated by this event are spent on improving the experience that every pupil has at school. National and international community cohesion is less well developed. The effectiveness of the school's leadership as demonstrated by pupils' good achievement indicates that it has a good capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Redmile Church of England Primary School, Redmile, NG13 0GL

Thank you very much for making me feel so welcome at your school. You helped me to find out all about your school and were very polite and kind. I was very pleased to see how wonderfully well behaved you are at school. You are kind and considerate to one another and should be very proud of the high standards that you set.

Everyone at your school works hard and as a result, you are making good progress. The teachers and Mrs Hopkins look after you very well and make learning interesting and fun for you. You have very positive attitudes towards school and this helps to make Redmile the good school that it is. I have asked Mrs Hopkins and the teachers to make the school even better by concentrating on two areas.

- Improve standards in mathematics.
- Make sure that you know what to do in order to improve your work.

You can, of course, help them by working as hard as you can.

I would like to pass on my best wishes to all of you, and thank you once again for making my visit so enjoyable.

Yours sincerely

Chris Moodie Lead inspector