

# Redbrook Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115639
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338628
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charlotte Kramer
<b>Headteacher</b>	John Rowlands
<b>Date of previous school inspection</b>	16 January 2010
<b>School address</b>	Redbrook Monmouth NP25 4LY
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## Introduction

The inspection was carried out by one additional inspector. The inspector spent 60% of her time looking at learning. She observed two teachers and seven lessons. She also held meetings with governors, staff from the school and pupils. She observed the school's work including looking at the school development plan, the school's records of the monitoring of teaching, pupils' work and 23 parental questionnaires. The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- Current progress in writing.
- Improvements to provision in the Early Years Foundation Stage.
- The impact of support for pupils with special educational needs and/or disabilities on their progress.
- The effect of instability in leadership and management on school development and pupils' achievement and well-being.

## Information about the school

The school is much smaller than most primary schools. Very few pupils are known to be entitled to free school meals. The percentage of pupils from minority ethnic groups is below average and few pupils speak English as an additional language. The proportion of pupils with special education needs and/or disabilities is currently average although in some year groups it is well above average. Children in the Early Years Foundation Stage are taught with Year 1 and Year 2 pupils in Class 1. The school has gained a Healthy School's award and Activemark.

A new head teacher was appointed in September 2009. He resigned his post prior to the inspection. An acting executive headteacher has been recently appointed. The substantive head teacher was absent at the time of the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Redbrook Church of England Primary School provides a satisfactory education for its pupils. The school has been through a difficult time recently but the hard work and commitment of the staff have been pivotal in ensuring that the impact on pupils' well-being and achievement has been minimised. Prompt action by the local authority together with very supportive partnerships with other local schools has also made an important contribution to keeping the school on track. Consequently, the school has continued to improve some areas of its work.

Pupils are very happy in this small friendly school and say that they feel very safe and secure. Attainment levels vary from year to year but overall attainment is average by the end of Year 6. Levels of attainment are higher than at the time of the previous inspection. Pupils have made satisfactory progress from their individual starting points and achievement is satisfactory. The school is aware that pupils in Key Stage 2 make better progress in their reading and mathematics than they do in writing. Teaching is satisfactory overall but the contribution that teaching assistants make to learning is not always maximised. In Key Stage 2 the work set is sometimes not finely enough matched to pupils' needs and this can slow the progress of older and more able pupils in English and science lessons. Pupils with special educational needs and/or disabilities make satisfactory progress because they receive appropriate support. The school has lots of information about pupils' attainment. A start has been made on gathering this information together more effectively but does not yet provide a robust method of regularly checking pupils' progress. Therefore it is not able to rigorously measure the impact of any strategies to support pupils who are finding learning challenging or quickly spot those in danger of falling behind.

Understandably, parents are concerned about the uncertainties regarding senior leadership and management. The recently appointed acting executive headteacher is quickly getting to know staff and pupils and has become familiar with the current position of the school and where improvements need to be made. The school is aware that tensions arising in part from the unbalanced distribution of responsibilities for subjects have slowed the pace of improvement and is starting to address the issue. Nevertheless, significant improvements have been made during this academic year to the way pupils are kept safe and the effectiveness of the governing body. Important long-term improvements have been sustained such as better provision for children in the Early Years Foundation Stage and Key Stage 1 and higher standards of attainment in Key Stage 2. This, along with the teachers' reflective practice, high levels of motivation and tenacity, demonstrates the school's satisfactory capacity for further improvement.

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

- Improve the way the school is led and managed by:
  - ensuring that roles and responsibilities are more equitably distributed
  - developing a rigorous tracking system that provides regular and timely information about the rates of pupils' progress
  - resolving the uncertainties concerning senior leadership.
- Accelerate pupils' progress in writing by:
  - strengthening the leadership and management of English
  - using target setting more effectively so that pupils know exactly how to improve their work
  - providing pupils with more opportunities to write at length.
- Enhance the quality of teaching by:
  - developing the role of teaching assistants so that they make a more effective contribution to learning especially for children in the Reception class and those pupils who learn more slowly than others.
  - ensuring that work is finely matched to pupils' needs, particularly in English and science lessons in Key Stage 2.

## Outcomes for individuals and groups of pupils

**3**

In the classroom pupils acquire knowledge and understanding at a satisfactory rate. Pupils are enthusiastic about learning and apply themselves well. In Key Stage 1, improved provision is boosting pupils' progress and currently, attainment is average at the end of Year 2. In Key Stage 2, pupils are more certain about the progress they are making in mathematics than their progress in writing. This is because the work set in mathematics lessons is well matched to pupils' abilities and exciting challenges seize the pupils' attention. For example, in one lesson observed, pupils were absolutely fascinated when set a problem and were eager to solve the conundrum. However in the lessons observed that focused on writing, pupils of varying abilities completed very similar work and pupils were not always sure about how to improve their writing. Pupils are often confident and articulate but their strong oral skills are not always reflected in the quality of their writing and there are some weaknesses in spelling and punctuation. Pupils with special education needs and/or disabilities are making good progress in reading but satisfactory progress in writing and mathematics, reflecting the variability in the quality of support they receive.

Pupils behave well in lessons and around school. They say that although there is occasional silly behaviour, bullying is rare. This is because teachers quickly nip any potential problems in the bud. Pupils are keen to contribute to school life and take their responsibilities seriously but feel that recently there have been fewer opportunities for them to contribute as positively as in the past. They share common values and have a

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very well-developed sense of right and wrong. Even the very youngest pupils are curious about the world around them and are very keen to help those who are less fortunate than themselves through active fund-raising. Not only do pupils wish to keep themselves fit and healthy they think that it is only right that staff should also develop healthy lifestyles. Their good attendance reflects their enjoyment of school and strong desire to do well. Pupils have good personal abilities; however, their basic skills, including their writing, are average, indicating that their preparation for future economic well-being is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Very good relationships between staff and pupils help pupils to gain confidence. Many lessons involve interesting activities which engage and enthuse pupils. Information and communication technology (ICT), including interactive whiteboards, is used well to support learning. Although teachers put considerable effort into marking pupils' books, individual academic targets are not used effectively enough to help pupils to understand how they can improve their writing. Teachers regularly and appropriately use

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assessment information in planning their lessons. The good practice in assessment that has been developed in the Early Years Foundation Stage is now being used successfully in Key Stage 1 and is helping to quicken pupils' progress. In Key Stage 2, work in mathematics lessons is carefully matched to pupils' abilities but this does not happen in all subjects. Although teaching assistants work hard they are not always able to gauge pupils' understanding and reshape explanations as effectively as class teachers. Occasionally this slows the learning of pupils in both classes, particularly for younger pupils and those who find learning challenging.

The curriculum has improved since the previous inspection and has become more creative and engaging. This has been achieved with the active support of other local small schools. Improved links are being made between subjects and provision for literary, numeracy and ICT is satisfactory. Although pupils are often busily engaged in topic work which improves their research skills, they do not always have sufficient opportunities to write at length. A sharper focus on developing the way pupils are able to solve problems has helped to improve attainment in mathematics. There is a good range of clubs in this small school and pupils appreciate the regular visits that extend their knowledge and understanding and support learning. Partnerships are used well to extend pupils' opportunities, particularly to broaden pupils' skills in physical education and sport.

The school provides a warm and friendly environment where pupils' personal development is well supported. Children are very well known to the staff who have their best interests at heart. However, this familiarity is not always backed by sufficiently rigorous procedures that allow the school to monitor fully the impact of care, guidance and support, particularly on the progress of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior leaders, class teachers and governors are ambitious for the school and are committed to securing a high quality education for the pupils. The new school development plan is based on accurate self evaluation and, together with recent monitoring of teaching, correctly identifies where the school needs to improve. Currently, middle leadership roles are not equitably distributed. Consequently, some areas such as the improvement of pupils' writing have not been prominent enough. Governors are now better informed about outcomes for pupils and have recently

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become more involved in checking the school's work. As a result they are better placed to drive improvement and feel more confident to challenge the school.

Safeguarding procedures are satisfactory. The site has been made safer and teachers' knowledge and understanding of child protection issues have improved. The school is committed to equal opportunities. It makes certain that no pupil suffers from discrimination and is quick to challenge stereotypical views. The school ensures that pupils are fully involved in local life. It is actively promoting global awareness but pupils have limited opportunities to meet others of different backgrounds from themselves. Therefore, the school's contribution to community cohesion is satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good leadership and management of the Early Years Foundation Stage, together with the support of the local authority, have led to very rapid improvements to the quality of provision. Children have access to a delightful child-friendly classroom and they are very well looked after within a safe and supportive environment. Good induction procedures enable them to settle in quickly. Parents report that their children 'thoroughly enjoy' their time in Class 1. This is because the enthusiasm and kindness of the phase leader has a considerable impact on children's personal development and the progress they make.

Attainment on entry can vary from year to year but generally standards are broadly in line with those expected for children of a similar age. Although teachers are very accomplished at questioning children and moving their learning on, there are occasions



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when children do not have access to such skilful support, and the pace of learning is not as rapid. Careful observations are made of children's learning and this information is used very effectively to plan lessons that meet children's individual needs. As a result, children's progress, although satisfactory at present, is rapidly accelerating. The rich local environment is used well to develop pupils' knowledge and understanding and leaders are now enhancing outdoor provision within the school grounds.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A high proportion of parents and carers responded to the questionnaire. Parents are generally very happy with the quality of education provided and find the staff supportive. They are particularly enthusiastic about the provision for younger children. However they are justifiably concerned about lack of continuity of senior leadership. An acting executive headteacher has now been appointed who is building on the good relationships that exist between staff and parents and is determined to increase the speed of school improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redbrook Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 30 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	91	2	9	0	0	0	0
The school keeps my child safe	20	87	3	13	0	0	0	0
The school informs me about my child's progress	16	70	7	30	0	0	0	0
My child is making enough progress at this school	14	61	7	30	2	9	0	0
The teaching is good at this school	15	65	7	30	1	4	0	0
The school helps me to support my child's learning	15	65	8	35	0	0	0	0
The school helps my child to have a healthy lifestyle	16	70	7	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	65	6	26	0	0	0	0
The school meets my child's particular needs	15	65	6	26	0	0	0	0
The school deals effectively with unacceptable behaviour	12	52	10	43	1	4	0	0
The school takes account of my suggestions and concerns	14	61	9	39	0	0	0	0
The school is led and managed effectively	7	30	5	22	4	17	0	0
Overall, I am happy with my child's experience at this school	18	78	4	17	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 February 2010

Dear Pupils

Inspection of Redbrook Church of England Primary School, Redbrook NP25 4LY

It was a delight and a privilege to visit your school. You go to a satisfactory school that is warm and friendly and where you are well cared for by your teachers. I thought it was a wonderful idea to wear your pyjamas to school in order to raise money for the people of Haiti. I could see that you are well informed about how to keep healthy and I was pleased to hear that you feel safe. Your behaviour is good and you make visitors very welcome. I enjoyed meeting the school council and listened very carefully to what they had to say.

Provision for younger children is getting better all the time and they have a lovely classroom to work in. You are all making satisfactory progress because teaching is satisfactory. By the end of Year 6 you are reaching standards that are similar to those reached by children in schools nationally. You told me that you are doing better in mathematics than in writing. I agree with this. You are also quite right to say that you need more opportunities to write and that better use of targets would help you know how to improve your writing. You can help to develop your writing by making sure you do not make careless mistakes with your spelling and punctuation. Sometimes older and more able pupils are set work that is a bit too easy in English and science lessons so I have asked your teachers to make sure they always have work that challenges them. Although teachers know you very well and have lots of information about the levels you are working at they do not always use this to keep a careful eye on your progress.

I know your parents are very worried about the frequent changes of headteacher; therefore I have asked the school to address these uncertainties. Some of your teachers have to work very hard indeed and I have asked the school to make sure they do not have too many things to do. I have also asked the school to develop the role of the teaching assistants.

The people who run your school are working hard to make it an even better place. I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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