

# Redmarley Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115646
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312012
<b>Inspection date</b>	13 May 2008
<b>Reporting inspector</b>	Alison Grainger

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>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Berrisford
<b>Headteacher</b>	Kathy James
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Redmarley Gloucester GL19 3HS
<b>Telephone number</b>	01531 650277
<b>Fax number</b>	01531 650277

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

How well teaching, the curriculum and academic guidance promote pupils' progress.

The quality of pupils' personal development and well-being.

How effectively the school checks pupils' progress and the quality of provision to identify areas for improvement.

Evidence was gathered from the school's data on pupils' progress; visits to lessons and scrutiny of pupils' work; discussions with staff, the chair of governors, parents and pupils; and analysis of responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small primary school draws its pupils from the village of Redmarley and surrounding hamlets. Pupils are from a broad mix of social and economic backgrounds. Most are White British and about a tenth are travellers of Irish heritage. The percentage of pupils with learning difficulties and/or disabilities (LDD) is slightly above average. There is a wide range of individual attainment on entry. Taking the intake as a whole, most children begin the Reception Year with the skills expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. As one parent commented, 'Redmarley is an excellent school where staff work hard to develop the potential of each child.' Another observed that, 'There is a good balance between academic and the all-round development of the child.' Pupils make excellent progress with their school work and also develop as confident and articulate young people who have a strong awareness of the needs of others. Pupils enjoy school tremendously, almost all behave very well all of the time, and relationships are excellent.

With small year groups, and one that has only four pupils, attainment on entry varies. Standards, therefore, fluctuate at the end of Year 6, reflecting these variations. They are currently above average, having been significantly above average in other recent years. In the present Years 1 and 2, standards are exceptionally high. All in all, pupils make excellent progress. The more able pupils are stretched and those with LDD are given very effective support to do as well as they can.

There are several reasons why achievement is exceptional in relation to pupils' starting points and capabilities. Teaching is almost always good and often excellent, resulting in its effectiveness being outstanding overall. The curriculum is extremely varied and stimulating. Care, guidance and support are exceptionally good and create an atmosphere in which pupils thrive. As one parent commented, 'The school provides a very happy, secure environment.' When asked if they feel safe at school, pupils are quick to say 'definitely!' On top of all these excellent features of provision, pupils' attitudes to school and to learning support their academic progress very well. One pupil in Year 1 said, 'We get to learn things and we are very hardworking children.'

Pupils not only do very well in reading, writing and mathematics, but also in other areas. Throughout the school, pupils speak and listen exceptionally well, showing skills in these areas way beyond those normally found at this age. They have very good thinking skills, which they demonstrate in discussion. On the day of the inspection, more than a quarter of the pupils, including some as young as Year 1, played recorders to a high standard at the start and end of collective worship. The singing was good, too. Much good work in art and science is displayed around the school. Pupils also have the chance to excel in a wide range of sports.

Although the school's provision is exceptional, with many significant strengths in teaching and academic guidance, just occasionally, there are missed opportunities to challenge all pupils fully. Questioning is often used very well in lessons to check and develop pupils' understanding, but it is not always sharply targeted to pupils' different needs and some opportunities to use questions are overlooked. Marking is good, but a few opportunities are missed to give feedback that moves learning on.

The supportive ethos of the school, the wide variety of learning opportunities in lessons, the excellent range of extra-curricular activities, and visits and visitors to school all contribute hugely to pupils' personal development and well-being. Pupils are very independent and have high self-esteem. They contribute significantly to the school community through the school council and by diligently undertaking responsibilities in classrooms and around the school. They also do a great deal to raise funds for a wide variety of charities. Pupils have very good involvement in the local community and regularly entertain senior citizens. A particular source of pride for pupils is their adoption of a tiger and their commitment to ensuring that the tiger will have food and the attention of a vet if necessary.

Pupils not only feel safe at school but they also have an exceptionally good awareness of how to stay safe in school and outside. They speak knowledgeably, for example, of the importance of safe practices in the vicinity of the school swimming pool and of the importance of cycling proficiency. The uptake of extra-curricular sporting activities is excellent and pupils enjoy daily fitness sessions in addition to physical education lessons. Although pupils know a lot about healthy eating, not all make entirely healthy choices about packed lunches. Pupils' extremely good personal qualities, together with their very good academic progress, ensure that they are well prepared for their future lives. They have a very good knowledge and understanding of the world, but their awareness of the rich diversity of modern multi-ethnic society is a less well developed feature.

The school is so successful because leadership and management are outstanding. Several parents rightly pointed to the effectiveness of the headteacher's very strong leadership and also to the commitment of the staff. The headteacher provides a very clear educational direction for the school and the quality of teamwork among staff is exceptional. Checks on pupils' progress and on the quality of provision involve all teachers fully and lead to precisely the right areas for development being identified. A particularly notable recent example of success in improving provision has been the development of excellent opportunities for writing across the curriculum. Governors give a lot of support and also provide the right level of challenge. The school has maintained the many strengths found at the last inspection and built on them further. It has an outstanding capacity to improve even more.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

Children get off to an excellent start in the Reception Year. Arrangements for helping children to settle in are exceptionally good. Information on children's skills on entry is used from the outset to ensure that their personal, emotional and learning needs are met very well. There is the right balance of direct teaching and activities that encourage learning through play and investigation. The current year group of children started school with attainment close to the level expected overall. They have made excellent progress. Not only are almost all of them now at the level expected for their age in all areas of learning, but also several are exceeding these levels. The provision for Reception children is extremely well led and managed. The teacher has identified the steps necessary to make it even better and is currently working to improve the use of the outdoor area.

### **What the school should do to improve further**

- Ensure that all opportunities are used to challenge pupils fully through questioning and marking.
- Develop pupils' awareness of the rich diversity of modern multi-ethnic society.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well 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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



## Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Redmarley Church of England Primary School, Gloucester, GL19 3HS

Thank you for helping me when I visited your school. I enjoyed talking with you and had a really interesting day finding out about your school. You told me that you like school tremendously and I am not surprised. Your school is outstanding.

You all help to make your school successful. Your attitudes to learning are excellent. One of you in Year 1 told me that you are very hardworking children and I saw that this is true. You behave very well in lessons, around the school and when at play. You know a huge amount about how to stay safe and you told me that you definitely feel safe at school. You know a lot about how to keep fit and healthy, although rather a lot of you choose to eat crisps as part of your packed lunches.

You do a lot to help your school through the school council and by carrying out responsibilities. You also do a good deal to support the wider community and raise significant amounts of money for charities. I really enjoyed seeing the photographs of the tiger you have adopted.

You are making excellent progress with your school work and this begins from the moment you enter the Reception Year. I saw some lovely work in your books and on display. The singing and recorder playing in worship were good.

There are many reasons why you do so well. Almost all the teaching is good and much of it is excellent, making it outstanding overall. The curriculum in lessons and through other activities is exceptional. The adults also look after you extremely well.

- I have asked the adults to do these two things to make the school even better:
- Make sure that teachers use all opportunities to challenge you through asking questions and by giving you advice when your work is marked.
- Help you to learn more about the many different cultures and traditions of people living in Britain today. This should be very interesting and add to your already good knowledge and understanding of the world.

You can help by continuing to be such pleasant and hardworking young people.

Yours sincerely

Alison Grainger

Lead Inspector