

Redmile Church of England Primary School

Belvoir Road, Redmile, Nottingham, NG13 0GL

Inspection dates 9–10 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Redmile provides a very supportive, happy and purposeful 'family community' for pupils, parents and staff. Teamwork is strong and relationships are excellent.
- All groups of pupils achieve extremely well because teaching is outstanding. Pupils have excellent attitudes to learning, and activities are very practical, relevant and interesting.
- Planning and preparation of lessons is excellent. Teachers include reading, writing and communication extremely well in all subjects. They also skilfully incorporate mathematics into a range of lessons but very occasionally miss opportunities for this.
- Behaviour and safety are outstanding. Pupils develop extremely positive attitudes to life. They develop high levels of confidence and independence, are resilient and very willing to 'have a go'.
- Pupils' spiritual, moral, social and cultural development is excellent. They develop a very strong sense of right and wrong, a great interest in the breadth of life and belief, as well as very positive relationships with a wide range of others.
- Leaders and managers are extremely effective. They have very high expectations for all the pupils and a relentless drive for improvement. They are excellent role models for all. They successfully focus on teaching, achievement and pupils' overall development.
- Leaders at all levels have made many improvements in the school since the previous inspection, including teaching.
- Governors are outstanding. They are an integral part of school leadership, supporting and challenging others highly effectively, in order to drive improvements.
- The school is extremely innovative and outward looking. Leaders at all levels drive improvements outside the school, as well as within it. They effectively suggest, lead and host many initiatives for other schools, to the benefit of all.

Information about this inspection

- The inspector observed 10 lessons taught by all four of the school's teachers. Four of these observations were joint visits with the headteacher.
- Discussions were held with pupils, governors, an education officer from the diocese on behalf of the local authority, senior and middle managers and staff, as well as parents.
- The inspector received the views of parents through 35 responses to the online questionnaire, Parentview, and informal discussions.
- The inspector received the views of staff through 12 responses to the inspection questionnaire and discussions. Views of pupils were also received, through both informal and pre-arranged discussions.
- The inspector observed the school's work and looked at a number of documents, including the school's data on pupils' current and past achievement, the school's development plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Full report

Information about this school

- The school and the number of pupils in all year groups are much smaller than others nationally.
- The school takes pupils from several villages in the North of Leicestershire. Pupils come from a very wide range of social backgrounds.
- The school currently has three classes. Class One for pupils in Reception and Year 1, Class Two for pupils in Years 2 and 3 and Class Three for pupils in Years 4, 5 and 6. Each of these has a class teacher. A fourth part-time teacher teaches half the pupils from Class Three four mornings per week.
- The proportion of disabled pupils and others with special educational needs, who are supported at the level of school action plus or who have a statement, is higher than in most other schools. These pupils have a range of needs including speech and language difficulties, specific learning difficulties, moderate learning difficulties and hearing impairments.
- The proportion of disabled pupils and others with special educational needs, supported at the level of school action, is slightly lower than the national average.
- The proportion of pupils known to be eligible for the pupil premium is broadly in line with the national average. This is additional funding for certain groups of pupils, in this case pupils known to be eligible for free school meals. In this very small school the numbers of pupils who are and are not eligible for pupil premium are very small in each year group.
- Leaders are currently investigating, and consulting others on, the possibility of the school becoming an academy within Leicester Diocese Multi-Academy Trust.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the already outstanding teaching further, by providing even more opportunities for pupils to use and develop mathematical concepts and skills in a wide range of lessons.

Inspection judgements

The achievement of pupils is outstanding

- Accurate school data, pupils' work, as well as observations and discussions, show that all groups of pupils make outstanding progress throughout the school. National data do not always show this, because cohorts are so small and because individual differences, due to additional needs, are often quite marked.
- National data in 2010 showed that progress was significantly better than the national average. Due to excellent leadership and management, provision and outcomes have improved since then. In 2012, attainment and progress at the end of Year 6 were in the top 20% of all schools for English and mathematics.
- Children start at the school with a wide range of knowledge, skills and experience. Overall, these are broadly typical for this age in all areas, except language, which is slightly lower. By the end of the Reception year, attainment is just above the national average and the proportion of children with a good level of development is above that of the national pilot. Children develop confidence and independence and are very well prepared for Key Stage 1.
- Pupils continue to progress exceedingly well throughout Key Stages 1 and 2 and by the end of Year 6, the attainment of most pupils is well above the national average in reading, writing and mathematics. The proportion of pupils exceeding expected levels of progress is higher than national averages in all of these subjects, but more pupils make even better progress in English than in mathematics.
- The proportion of six-year old pupils who succeed in the national phonics (the sounds which letters make) check is higher than the national average. This is because phonics are taught very well and because children learn and use the precise sounds of individual and groups of letters, from their very earliest days at the school.
- Disabled pupils and those with special educational needs make excellent progress. This is because: work is very suitably matched to their learning needs; they are supported well by teachers, teaching assistants and other pupils; and they develop confidence and very positive attitudes to learning.
- More able pupils, including those who are gifted and talented, achieve extremely well because activities are challenging and open-ended and because staff have very high expectations for all. Pupils came second in the area in a university mathematics competition recently and some are already working securely within the higher Level 6.
- The numbers of pupils in any cohort is too small to report on the attainment of those known to be eligible for pupil premium without identifying them. However, those known to be eligible achieve extremely well and their attainment and progress are often above those who are not so funded.
- Pupils have very good opportunities to use and develop basic skills of reading, writing, communicating and mathematics, within a range of very interesting, engaging topics, for example, in researching and discussing the country China in Class 2 and measuring shadows in the playground throughout the day in a topic on light in Class 3. Pupils of all ages and abilities read frequently and enjoy this greatly.

The quality of teaching is outstanding

- Lesson observations, school monitoring and discussions show that teaching over time is outstanding. This has a very positive impact on pupils' achievement, enjoyment and spiritual, moral, social and cultural development.
- There is a highly effective balance between adult-led activities and child-chosen play in the Reception year. During the inspection, children made excellent progress, as their teacher introduced new letters and sounds to them carefully and precisely. Their progress was also excellent as they counted scoops of water into different sized containers in water play outside.
- Teachers have very good subject knowledge which they maintain and increase through discussion and lots of training. They implement what they learn very quickly to the benefit of all. Consequently the quality of teaching is continuously improving, leading to outstanding achievement from all.
- Teachers are highly creative in the way they cover all the required subjects and enhance basic skills through discrete lessons, as well as engaging and relevant topics. For example, they promote reading, writing and communication through drama in Class Two and mathematical shape through personal and social development in Class Three. Occasionally, some opportunities to include mathematics are missed, very slightly reducing potential progress in this.
- Teachers use their very good knowledge of pupils exceedingly well, to vary work, plan and prepare activities to meet individual needs. They assess pupils frequently and in detail, as well as ensuring that no gaps in pupils' skills are missed. For example, they have assessed how well all the pupils in the school know the sounds of letters and provide additional support and intervention wherever necessary. Individual needs are met extremely well, thereby promoting equality for all.
- Teachers provide lots of opportunities for pupils to make decisions, take initiative and work independently throughout lessons. Pupils listen avidly to teachers, are very quick to get on with tasks and make the most of time for learning. They are very highly engaged in all they do, enjoy their lessons greatly and are very rarely off-task in any lesson.
- Lessons are interesting, inspiring and fun. For example, pupils in Class 2 excitedly measured hats for the Queen of Hearts. More able pupils measured larger hats to the nearest millimetre and then drew hats double the size with chalk on the playground. Those who found learning more difficult measured and compared smaller hats in centimetres. All the pupils were extremely well focused, interested and engaged and made very good progress in all they did.
- Teaching assistants are highly experienced and skilled. They interact very positively with all pupils, successfully promoting thought, independence and learning. They support pupils wherever necessary, but also encourage them all, including those who are disabled or have special educational needs, to work on their own or in cooperation with peers as much as possible.

The behaviour and safety of pupils are outstanding

- Pupils develop excellent attitudes to life, learning and other people. They are highly inclusive and show strong care and support to all around. Some pupils, especially those who are younger, do not at first find it easy to manage their emotions and behave appropriately, but do so extremely well due to excellent behaviour management, extremely consistent approaches and exceedingly supportive relationships. This is an important factor in their love of learning and outstanding

achievement.

- From early days children in the school learn to take turns, share and behave appropriately to each other, because expectations are so clear, staff are consistent and techniques are engaging and imaginative. During the inspection, all the children in the Early Years Foundation Stage were very keen to listen to and win the approval of Freddy the Frog and to get stickers for their work, attitudes and behaviour.
- Pupils have a very clear understanding of right and wrong, as well as of the school's clear systems to help everyone learn from their mistakes. During the inspection, a very few pupils were seen reflecting on and learning from their relatively minor mistakes. They completed forms about the mistake, why it was wrong, what they would learn from it and how they would make amends. They were very contrite, taking responsibility and were eager not to make the same mistake again.
- Pupils, parents and staff are unanimously positive about how safe pupils feel. Pupils contribute strongly to school risk assessments, for example, looking carefully at how safe all aspects of the playground are. They learn to manage risks and to keep themselves safe. One pupil said that they feel safe, 'because we have all our friends', while all pupils spoken to know that staff would always help them whenever they needed it.
- Pupils develop a very good understanding of what bullying is, recognising that it is persistent, deliberate harm. They know about cyber, physical and verbal bullying, including derogatory or unkind language and understand that all forms are unacceptable. Younger pupils are developing their understanding of this and know that they do not like it, while older ones fully embrace the school's anti-bullying and e-safety awards and actively work to uphold them.
- Pupils enjoy school greatly. There is lots of fun and laughter, including when pupils are working hard and learning hard. For example, children in Class 1 hugely enjoyed going out on a windy autumn day to gather leaves to draw and paint. Attendance is above the national average and is in the top 20% of all schools.
- Pupils develop high levels of confidence and independence. They enthusiastically embrace roles of responsibility, such as serving on the school council, being a 'mentor to pupils' or an eco-councillor. They know that their opinions are listened to and that these are central to school development and improvement. Pupils from all groups are included in these groups, demonstrating how very well discrimination is reduced and equal opportunities are promoted.
- Pupils' spiritual, moral, social and cultural development is extremely strong. Pupils prepare, lead and run whole school assemblies most weeks, showing consideration to others, performing confidently and spontaneously including songs and prayers. They enjoy whole-school annual trips to the theatre and are highly enthusiastic about their own performances and shows. They often learn about different faiths and cultures, have links with a large very culturally diverse school in the local authority and have visited a synagogue and a gurdwara, giving them insight into how people of different faiths worship.

The leadership and management are outstanding

- Leaders at all levels, including governors, have successfully driven improvements in the school, through training courses, effective partnerships, providing very high levels of support and challenge to each other and very strong personal motivation and drive.

- The headteacher provides a very caring, highly motivated and extremely well focused and effective role model to all. She knows all the pupils, staff and families extremely well and works very effectively to encourage pupils and support needs as they arise. One pupil expressed the views of most when she said, 'I think the headteacher is the best one ever. She always supports us to do our best, even at weekends and in the holidays.'
- Leaders are relentless in actions for improvement, are highly inclusive and caring. They reward pupils for behaviour, attitudes and academic achievement. Parents and pupils all appreciate this hugely. One parent expressed the views of almost all, when she said: 'Achievement that the school recognises and supports is not just academic. Good manners and kindness are also valued and acknowledged.'
- Leaders and managers already provide excellent facilities and opportunities for sport. Pupils from the school are often very successful in tournaments, winning cups for cricket, football, hockey and curling. Leaders are using the new sports funding to finance an early morning sports club, which is proving very popular. They are now planning to use the additional funding to extend opportunities for different sports, including gymnastics and dance through clubs and lessons, which they will evaluate in terms of engagement, pupils' skill and popularity.
- At all levels, leaders and managers, including subject leaders, have a very accurate view of the school. They have all monitored and improved teaching very successfully. They have very effective formats for this, ensuring that any areas for development are fully implemented and embedded. They are aware that achievement in English is even better than mathematics, even though they are both outstanding, and are already working effectively to improve this.
- All leaders, staff and governors meet together to agree a school development plan each year. This contributes well to the shared understanding, passion and vision which they work excellently together to achieve.
- The team of local authority officers, who advise and support schools, is currently very small. They have little direct contact with the school. Officers from the diocese have much closer contact and have provided effective support and challenge to leaders over many years.
- **The governance of the school:**
 - Governance is outstanding. Governors are integrally involved in leadership and in the life of the school. They are an asset to the school and play a very significant role in supporting and challenging other leaders in all they do. They know the school extremely well through very frequent visits, discussions with staff and detailed reports from the headteacher. They know the quality of teaching and pupils' achievements throughout the school very well. They recognise how well they all do, but aspire to raise this even further. They manage finances, including the pupil premium, extremely well and know how effectively these are used. Along with other senior leaders, they use bespoke performance management schedules, based fully on teachers' standards, to ensure that finance is used well to reward the work of staff. They are very positive about the school and their roles; as one said: 'It is a privilege to be a governor at this school.'

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120154
Local authority	Leicestershire
Inspection number	425082

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Cheryl Lobo
Headteacher	Julie Hopkins
Date of previous school inspection	11 December 2008
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