



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Redmile CE (Controlled) Primary School
6 Belvoir Road
Redmile
Nottinghamshire
NG13 0GL

Inspection Date: 14th and 26th January 2009

Section 48 Inspector: Mrs Gail Forryan (No: 211)



SIAS Report Form

Name and address of school:	Redmile CE (Controlled) Primary School 6 Belvoir Road Redmile Nottinghamshire NG13 0GL
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	14 th and 26 th January 2009
Date of last inspection:	11 th May 2006
School's Unique Ref. No:	120154
Name of Head teacher;	Mrs Julie Hopkins
Inspector's name (with N.S. No):	Mrs Gail Forryan (No. 211)
Context	
<p>Redmile CE Primary School is a small school serving the local villages and surrounding area. There are 59 children on roll predominantly from white British backgrounds, a very small proportion of children are entitled to free school meals, and the proportion identified by the school as having learning difficulties and/or disabilities is lower than average. The provision is for reception to year 6 with this being the first academic year to accommodate year 6 children due to the Vale of Belvoir re-organisation of secondary education. The school buildings have been enhanced by the recent completion of a large hall.</p>	
Summary Judgment	
The distinctiveness and effectiveness of Redmile CE (controlled) Primary School as a Church of England school is good.	
<p>Redmile CE Primary School is strongly committed to its Christian foundation. It lives out its vision in practice and its distinctive Christian ethos is evident throughout the school. Relationships across the school community are very good and there are positive links with local churches and the local community.</p>	
Established strengths	
<ul style="list-style-type: none">• Strong commitment to the school's Christian foundation and the Christian values that permeate the school's mission and practice.• Very good relationships within a family ethos producing excellent behaviour and mature learners.• High quality leadership by the headteacher.	
Focus for development	
<ul style="list-style-type: none">• Involve outside agencies to link with other faith groups to extend understanding of our multi-cultural society.• Ensure the governing body's involvement in the monitoring and evaluating of the school as a Church of England School.	

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

Redmile school has a strong Christian ethos and is highly effective in promoting the development of all children's qualities and achievements. The school is inclusive where all are valued and special. The school has recently revisited its mission statement and aims and has updated them in response to all stakeholder comments. Clear indication of the school's Christian ethos and mission are clearly stated acknowledging its Church of England status. The school council and assembly helpers demonstrate good opportunities of children taking on responsibility. The children show a good degree of service towards the wider world through charitable support. Children say they are treated fairly by all members of the wider staff team, that their problems are always sorted out and at playtimes there is always someone to go to. As one child stated: "Our school maybe small but we have all got a big heart." High academic expectations are founded upon individual children's needs and strengths with systems in place to award each child's achievements and successes. The displays and focal points in the entrance, assembly area and classrooms are very good visual reinforcement of the school's Christian ethos. The school has recognised that they need to provide more real life experiences for multi-faith understanding by involving outside agencies and undertaking visits to places of worship.

The impact of collective worship on the school community is outstanding.

Collective worship is stimulating and is a focal point of the day. It is well planned, covers a range of Christian values and themes which are presented in a thoughtful way. The children say they like sharing prayers with each other, it is a time when they can think quietly and they like having the opportunity to talk about their feelings. The whole school acts of worship observed during the inspection engaged the children in acting out Bible stories and showed they are eager to participate and contribute ideas. The children entered quietly to music and reflective pictures shown on powerpoint presentations. They were attentive throughout. A table with a gold cloth decorated with a cross, candle and books reflecting the weekly theme provide a focus for worship. Periods of stillness and reflection enhanced the worship experience. Visits to the church are made for special services at major Christian festivals and for the Leavers' Service. The local church is used for displaying prayers written by the children, for academic lessons and other school events. The newly built school hall provides more space for church/community services and activities. The school appreciates its links with local church representatives and incumbents who each visit the school monthly. For this academic year the older children have been making written evaluations of assemblies and other formats of recording are to be developed to enable the younger children's participation. Overall, worship makes an excellent contribution to the spiritual, moral and social development of the children.

The effectiveness of the leadership and management of the school, as a church school is good.

Leadership and management by the headteacher and governing body provide a clear vision for school development. All are committed to a high quality provision for the children. The use of the diocesan toolkit is secure in identifying areas for future development. The toolkit action plan has identified, for example, that the school wants to engage foundation governors in addressing the elements providing evidence and impact on the children's education. Comprehensive monitoring and evaluation by the headteacher ensures that spiritual, moral, social and cultural education is high on the school's agenda. A team of highly committed staff ably supports the headteacher. High quality relationships exist at all levels throughout the school and children and staff talk about feeling secure and valued as individuals. Parents feel they are fully involved in the life of the school and speak highly about the children being happy and safe. As one parent commented: "It is not only the academic progress which is important to the school, but also the nurturing of the person within." Parents are consulted about their views by means of questionnaires and the Parents Forum and feel that their responses are acted upon. Parent representatives appreciated their involvement in the writing of the new mission statement and aims. Funds raised by the Viking Challenge are greatly valued by the school community and are used well for the prioritised needs of the school. The children are rightly proud of their school.