

Assessment report: stage 2

School name and postcode
 Redbridge Community School
 SO16 9RJ

Headteacher
 Mr J S Ashely

School more able coordinator
 Jon Colebrook

NACE lead assessor
 Heather Clements

NACE support assessor
 Elaine Ricks-Neal

School context

Redbridge Community School is an inspiring 11-16 comprehensive school serving a significantly deprived area of Southampton. The school's prospectus sets out its ethos as "a thriving, ambitious and forward-thinking school based on our four key values of Aspiration, Respect, Opportunity and Excellence". This is fully borne out by the audit visit which shows the school to be driving an agenda of high ambition for all pupils within the context of significant disadvantage with a higher than average proportion of pupils with additional needs. To fulfil this ambition for its more able pupils, the school has created its "Shine and More Able" programme which is central to the school's curriculum, teaching and learning and is brought to life through the Chance to Shine Newsletters which celebrate the many events and opportunities created for MA students in the school.

Summary of strengths

- The school has a highly positive environment for learning with inspiring posters and displays and information on successful alumni to inspire pupils. Throughout the school there is a shared sense of purpose and commitment to learning.
- Meeting the needs of MA learners has been one of the school's core priorities for the last 3 years as a driver to raise standards. This has been very ably and enthusiastically led by the current coordinator supported by the leadership team. All lesson plans, observation forms, and meeting agendas, including departmental meetings, have Shine and more able as a standing item. This embedding of practice has led to a whole school ethos where high achievement is expected and celebrated, as a result there has been an ongoing increase in pupils' attaining GCSE grades at higher levels.
- There is a rigorous approach to identifying Shine students as they enrol at Redbridge based on KS2 data which is validated through subject nominations and kept under review.
- The school has used the formula of the 'magic three' – shine, literacy and assessment to ensure consistency in every lesson and a chance to shine has been embedded into every-day learning for all students.
- A new curriculum design has been developed to re-establish traditional academic subjects through a pathway approach at Key Stage 4. The school continues to review its offer to ensure that it meets the distinctive needs of its pupils with an appropriate balance of vocational and academic programme. Courses are adapted to enable pupils to Shine in

different ways – for example the music department is supporting a MA pupil who is interested in the technical aspect of music through work with the music technician.

- There are Shine tutor groups in Years 9, 10 and 11, with weekly masterclasses provided over the year. The school partly attributes its improved performance at GCSE at the higher levels through creating a “community” of able learners with raised aspirations.
- There is a wide range of additional opportunities for Shine and More Able learners, both within school and externally. An example of this is the Chinese exchange trip described by one pupil as “raising my life aspirations”.
- The school has several leadership opportunities for students, including the prefect team, year captains and lead learner programmes and prospective student leaders receive training to improve decision making and resilience.
- Chance to Shine learning walks, and observations with a focus on MA learners take place regularly and where any concerns are raised appropriate support is given. Department reviews highlight the provision for MA learners as a strength.
- Staff are highly committed to the school and its students and go the extra mile to support pupils learning both in and beyond the classroom. Quartets of excellence have been established to research core aspects of pedagogy including provision for the more able as part of the school’s ongoing drive for improvement.
- Stretch and challenge is a focus for teaching and learning across the school – where every lesson should be a “chance to shine”. As a result, MA pupils are proud to be identified as Shine or More Able and are extremely positive about the experience they have: “They have all points covered – they focus on all pupils but really care about the more able – our careers, the challenge and ensuring we are not distracted.”
- The views of Shine students are considered through an annual survey and findings are acted upon. Parents’ forums are held regularly and offer parents opportunities to share their thoughts on the provision at school. Parents feel that school communicates with them effectively, listens to their views and responds promptly and effectively if issues arise.
- The school has good relationships with local colleges and universities and takes part in several programmes and competitive events run by outside agencies. Shine and More Able students have workshops and trips to raise their awareness of HE, including visits to Oxford and Southampton Universities, broaden their understanding of career pathways and help them to make informed decisions about their option choices. Shine students are increasingly encouraged to apply for places at academic sixth forms.
- Action plans and their impact on both T&L and MA Pupil outcomes have been reviewed regularly over the last 3 years and continuously refined and adapted.
- Governors’ meetings have had a specific focus on Shine and More Able, including reviewing the policy and looking at data and the progress of Shine and More Able students.

Where teaching and learning for challenge is good or better

Overall teaching observed was good or better and there is a shared sense of endeavour and commitment to enabling pupils to achieve their potential.

- Shine tasks were apparent in all lessons and pupils were eager to tackle the harder tasks.
- Pupils’ attitudes to learning and behaviour for learning were outstanding and relationships with teachers were warm and respectful.
- There was strong evidence of effective questioning to test out understanding and develop thinking with targeted questions to engage all pupils and challenging higher order questions for the Shine and MA students.
- Teacher’s subject knowledge is typically very good and all lessons were well planned and purposeful.
- The classroom learning environments support learning very well e.g. subject specific vocabulary, learning prompts, inspirational quotes.

Summary of areas for development

- Continue to promote high levels of literacy within a context of a rich reading curriculum and develop pupils' oracy through modelling and requiring pupils to use structured language in their verbal responses.
- Continue to work with core feeder primary schools on promoting high standards of literacy to enable learners to have strong foundations for their learning.
- Track, set targets and provide mentoring support for MA underachievers throughout their time at school, further exploring the characteristics of able underachievers including those with dual exceptionality.
- Continue to build cultural capital for more able disadvantaged pupils where the social deficits and low expectations are barriers to learning.
- Ensure that all subjects have clear and transparent identification criteria that pupils and parents understand.
- Further raise standards through a curriculum that ensures that learning is progressive across the year and from year to year and that planning enables pupils to apply their learning based on a rich and broad knowledge base.
- Continue to develop the knowledge and skills of lead practitioners to enhance classroom provision for MA learners through an in depth understanding of the characteristics of able learners.
- Use Shine tutor time to develop resilience through a planned programme that incrementally enables pupils to become highly effective independent learners in preparation for the next steps in the education
- Research learning expectations post 16 to ensure that pupils are well prepared as they leave the school.
- Consider developing peer mentoring – for example Y10 Shine students mentoring Y7/8 or Y11 mentoring their less able peers.

Teaching and learning for challenge

Ensure that all teaching reflects the best practice in the school by:

- Routinely checking for misconceptions and addressing these promptly.
- Using low stakes testing to improve recall and check knowledge and understanding over time.
- Further build resilience through clearer distinction between criticism and critique.
- Encourage pupils to take risks by using white boards and modelling how errors lead to learning.
- Set clear expectations of standards of presentation for MA pupils at the outset.

Key issues

Key action points:

to be included on the school's Key issues matrix

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- Further raise standards through a curriculum that ensures that learning is progressive across the year and from year to year and that planning enables pupils to apply their learning based on a rich and broad knowledge base.
- Use Shine tutor time to develop resilience through a planned programme that incrementally enables pupils to become highly effective independent learners in preparation for the next steps in the education.
- Routinely use low stakes testing to improve recall and check knowledge and understanding over time.
- Sets standards of presentation for MA pupils at the outset.

<p>Date Challenge Award achieved</p> <p>20th November 2019</p>	<p>NACE lead assessor signature</p> <p><i>Neather Clements</i></p>
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<p>Date Challenge check-in due</p> <p>May 2021</p>	<p>Reaccreditation application deadline</p> <p>November 2022</p>
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