

## Southampton school improvement officer annual visit report 2019-2020

<b>School</b>	Redbridge Community School	
<b>Head teacher / email</b>	Jason Ashley / head@redbridgeschool.co.uk	
<b>Chair of Governors / email</b>	David Whalley / dwhalley@redbridgeschool.co.uk	
<b>School Improvement Officer</b>	Alan Taylor-Bennett	<b>Date of visit: 6 November 2019</b>
<b>Other attendees</b>	nil	
<b>Last Ofsted inspection grade / date</b>	Good, and good in all key judgement areas, at s5 inspection January 2018	
<b>Last SMG category/date</b>	Cat B in Autumn 2019	
<b>Information about the school</b>	<ul style="list-style-type: none"> <li>• 23.3% SEN K in school</li> <li>• 1.9% EHCP in school</li> <li>• 8.9% EAL</li> <li>• 54% PP</li> <li>• 37% FSM</li> <li>• 93.5% attendance 2018/19</li> <li>• 18.1% persistent absence 1208/19</li> <li>• 2.9% authorised absence 2018/19</li> <li>• 3.0% pupils with 1 or more exclusions</li> <li>• 31 in-year arrivers in 2018/19</li> <li>• 32 in-year leavers in 2018/19</li> <li>• 0 pupils leaving EHE in last academic year (one left and returned)</li> <li>• 12 pupils with reduced timetables in 2018/19 (in Edu-K8)</li> </ul>	
<b>The school's judgement of its overall effectiveness against the Ofsted framework</b>	Good	

<b>Agreed action</b>	<b>Deadline and intended impact</b>
Consider any need for more differentiated provision in CPD when the new process has run through its first cycle.	Summer term 2020. More focused professional challenge and support for staff.
Address issues around the quality of education in science	Easter 2020. Ensure that learning in science is at least securely good.

### Summary of overall effectiveness

School self-evaluation grade against Ofsted framework: **Good**

SIO agrees on basis of evidence presented? **Yes**

The many strengths of this school have their origins in the extraordinarily clear intent of its leaders. They know their students' learning needs and their personal situations very well. Everything that leaders do is driven by the intention of maximising students' life chances and to enhance opportunities for social mobility.

Redbridge Community College is a happy place to learn. Leaders are highly reflective and inform themselves of current thinking in education, carefully selecting approaches that they can make work for students here. Their impact on these young people's lives is impressive.

Students' achievement in some curriculum areas is not currently as strong as leaders would wish, and this is being tackled.

### The quality of education

School self-evaluation grade against Ofsted framework: **Good**

SIO agrees on basis of evidence presented? **Yes – with some real strengths**

- A traditional interpretation of performance data reveals the following. However, the first few bullet points in the L&M section below are very pertinent here.

- The overall P8 measure increased from -0.58 last year to -0.31 in 2019. This moves the school up into the 'below average progress' category. If the 16 students in EduK8 are discounted, the P8 for mainstream students was -0.22.
- The school is confident that the VA in all pillars has improved in 2019.
- Disadvantaged students reaching the end of KS4 in 2019 made better progress than this cohort last year but their progress is still significantly below others nationally and other students here. On average, the difference in attainment by the end of KS4 between disadvantaged and other students here is equivalent to over half a grade in every subject. Interestingly, this group made better progress in English than in the other pillars.
- Students with previously lower attainment by the end of KS2 made much better progress than others here, achieving a P8 of +0.11. High prior attainers' P8 was a low -0.45 but this is a fifth of a grade better progress than this group last year, indicating some ground has been gained against a target agreed in the 2018 annual visit report.
- The proportions achieving G4+ and G5+ in basics in 2019 were 52% (similar to last year) and 26% (5% below last year) respectively.
- The quality of education in the school is at least securely and reliably good in nearly all areas.
- Knowledge and skills tests continue to be used in KS3. They, and the curriculum structure of which they are a part, give students a very good foundation for KS4 study. They reflect the latest thinking around the 'science of learning'.
- Achievement in some previously weaker performing subjects has been addressed. For example, PE BTEC is now performing strongly, and GCSE PE may well be re-introduced; history saw a 32% increase in G4+ in 2019. Achievement in science remains an area of concern and the school's measures of progress over the last year indicate that there has been little improvement in outcomes by the end of KS4. On the basis of some brief lesson visits to science we discussed the possible need for greater clarity in intent informing more appropriate (and simpler) implementation strategies.
- There are currently two nurture groups in Year 7. They are carefully constructed against very clear statements of intent for the students who benefit from this provision. The aim is to help these students catch up and reintroduce them into mainstream learning with better skills and more resilience.
- Students make important gains in literacy and oracy skills.

### Behaviour and attitudes

School self-evaluation grade against Ofsted framework: **Good**

SIO agrees on basis of evidence presented? **Yes – very securely**

- Behaviour in the 18 lessons we visited briefly was very good. Many students are often relaxed and comfortable in their learning. However, this reflects the skill of the teaching and the strong culture of the school rather than any lowering of expectations! As we visited lessons, many students noticed the headteacher, smiled and welcomed him. He knew many of their names and usually had something specific to say to them or to ask about.
- Behaviour in corridors is also very good. There is little, if any, pushing or jostling and attention-seeking behaviour such as shouting is rare. Students happily socialise at break and lunchtimes in small groups in corridors and in designated spaces.
- Despite the high levels of support and care, some students struggle to behave reliably. They are the exception and their poor behaviour here is usually a consequence of some serious complications in their lives beyond school. Staff here show compassion and they also minimise the adverse impact of any poor behaviour on the learning of others.
- Fixed term exclusions are relatively infrequent and are used carefully and strategically. The proportion of students receiving at least one FTE in rose from 2.7% in 2017/18 to 3.1% last year, but this is a small increase and both figures are below the national average. Use of the inclusion room as gradually fallen over recent years from nearly 400 incidents in 2015/16 to 247 last year. So far this term there have been 9 incidents of exclusion involving 5 students, translating into 13.5 exclusion-days. This is lower than at this point last year. The way that exclusions are managed is especially commendable given the very challenging nature of the school's context.
- Attendance in 2018/19 stayed the same as in the previous year, at 93.5%. PA increased slightly from 17.3% to 18.1%; these relatively high figures point to the underlying attendance of the

majority of students being good. In fact, when EduK8 is taken out of the attendance statistics, the attendance of mainstream students is a very pleasing 95.6%. Year 11 are currently attending very well, including the 7 in EduK8. This good attendance reflects the high quality of the leadership of this area and the very good work of the attendance and the pastoral teams.

### Personal development

School self-evaluation grade against Ofsted framework: **Good**

SIO agrees on basis of evidence presented? **Yes – but aspects are outstanding**

- Leaders are addressing the need to support the wellbeing and the mental health of students. A mental health and wellbeing ('happy heads') coordinator has been appointed and there is a dedicated facility for students to use. The approach is solutions-focused, and the aim is to make a difference to students' lives to support their learning.
- The school has become a DfE network behaviour school, recognising its contributions to national thinking around this issue.
- The school is also taking part in a national pilot to have school-based social workers, and two currently operate in and from the school. Leaders have signed up to the Southampton mental health trailblazing programme and they are keen to play a full and active role in this initiative.
- 'Lucy's Garden' is now open and, as well as being a tangible way of cherishing her memory, it offers students the opportunity to plant and care for crops and to look after the 10 chickens who now live there. The bike maintenance centre, run by students, is based nearby.
- The strong links with China mean that there are regularly around 30 Chinese students working alongside Redbridge students, and around 50 of the school's students have had the chance to visit China so far. This offers these young people immensely important opportunities. There are other strong links with The Netherlands, South Korea, and several countries in Europe.
- Safeguarding is given an appropriately very high priority. The SCR is compliant, all training is up to date and any incidents are managed promptly and with rigour using CPOMS. Sixteen staff are DSL trained. The safeguarding policy is up to date. Leaders are very aware of the dangers of off-rolling and will sometimes simply refuse to comply with parental requests on the grounds of safeguarding. The culture of safeguarding here is very strong.

### Leadership and management

School self-evaluation grade against Ofsted framework: **Good**

SIO agrees on basis of evidence presented? **Yes – but aspects are outstanding**

- The headteacher, senior staff and governors take a strong, very well informed and practical approach the use of performance data. They rightly believe that P8 is only a specific piece of information and that progress and achievement at Redbridge need to be considered much more broadly and in the context of their locality. The headteacher is very interested in ways in which contextualising value added can enhance his and his team's understanding of achievement here; there has been good use made of the work of research groups in some British universities and abroad.
- Value added data is therefore used carefully. Leaders do not take a 'top down' approach to using data, digging through VA data to discern underlying issues; they begin with the detail in each subject and make highly valid and reliable inferences from the way in which students demonstrate their capacity to recall and use their learning. This happens at department level (using 'DARTS') and senior leaders scrutinise the quality of the processes and acquire a rich understanding of the school's work in the process.
- Leaders are rightly proud of their having received the Investors in People award at platinum standard. This is rare, and it reflects the very highly positive feedback from staff about how they are supported and developed as professionals here. This goes alongside the IIP Health and Wellbeing Award.
- Monitoring and evaluation of the school's day-to-day work is organised very well. Systems are well established and well understood by all staff, and are operated imaginatively and are therefore responsive to need and to changing circumstances.
- Leaders' fundamental intent for the curriculum is for it to prepare students for their futures and to support them to achieve – in the broadest possible terms – while in school. The introduction of

the endeavour pathway, located carefully between the EduK8 facility and the mainstream curriculum structure, will certainly not improve the school's overall P8 but could well offer students at risk of dropping out of the system a clear way forward to succeed here and at 16+. This reflects the headteacher's aim to address issues around social mobility over the next few years.

- The quality of teaching is very well led. The 'magic 3' (assessment, literacy, shine/more able) underpin the provision. Rather than award grades for specific aspects of teaching, individual teacher's needs are diagnosed and agreed early in the autumn term and support is offered through small group coaching led by lead practitioners. These needs become a PM target for each teacher. Specific time is given at INSET days for this work. Lesson observations are focused on gauging and steering improvements. This new system takes the best of the departmental review and the appraisal systems and makes CPD a more developmental activity. We discussed the way that the need for greater differentiation in provision may well arise as an issue in the evaluation of this new system.
- Literacy continues to be very well led. The existing very effective iWrite, iSpell, iSpeak and iRead programmes are being developed. There is more explicit vocabulary teaching through a clear and defined process. Exploratory talk is now developed in classrooms and in tutor time using 'ChatNav'.
- The SEF and the SDP are currently in need of updating, but this happens to a tight schedule and at an appropriate time.
- Governors continue to exercise calm, purposeful and expert oversight of the work of the school. They have a rich understanding of the school's many strengths and its areas for development and they hold the headteacher and his senior team firmly but positively to account for their work. Governors are confident that the 'magic 3' remain the key drivers of improvement. They are also keen to see improvements in science, and be part of an evaluation of the match of whole-school curriculum provision to students' needs. Alongside their willingness to probe, scrutinise and be the critical friend to senior staff, there is a palpable sense of pride in governors about the impact of the school on the lives of its students and on the local community.
- Finances continue to be managed skilfully and there is a substantial surplus to offset the possible demands of a rise in Teachers' Pensions contributions in the future.