

Southampton school improvement officer annual visit report 2018-2019

School	Redbridge Community School	
Head teacher / email	Jason Ashley / head@redbridge.southampton.sch.uk	
Chair of Governors / email	David Whalley / davidwhalley_2000@yahoo.co.uk	
School Improvement Officer	Alan Taylor-Bennett	
Other attendees	nil	
Last Ofsted inspection grade / date	Good, and good in all key judgement areas, at s5 inspection January 2018	
Last SMG category/date	Category B / autumn 2017	
Information about the school	<ul style="list-style-type: none"> • 24.7% of pupils have SEN (K) • 1.5% of pupils have an EHCP • 8.4% have EAL • 53.8% are eligible for the PP • 31.7% have/have had FSM • 93.7% attendance over 2017/18 • 16.8% persistent absence over 2017/18 • 3.0% authorised absence over 2017/18 • 2.6% of pupils had at least 1 exclusion in 2017/18 • turbulence ie in-year leavers for EHE or moved school: <ul style="list-style-type: none"> ○ 41 arrivers % ○ 19 leavers % • 2 pupils went to EHE in last academic year. 	
The school's judgement of its overall effectiveness against the Ofsted framework	Good.	

Context

There have been no significant changes to the constitution of the governing body or the senior leadership team since the last annual visit. Staffing remains stable.

This has been an extraordinarily demanding year for the school. The death of a student, in very distressing circumstances, rocked the whole community. The headteacher and his team have managed this trauma with skill and compassion.

A period of absence due to the illness of the headteacher was managed well, which is as much a tribute to the systems and structures he has established as the quality of his team.

	Summer 2018 LA			Spring 2018 National		
	Primary	Secondary	Special	Primary	Secondary	Special
% of SEN K in school	16.7%	14.4%	0.3%	12.4%	10.6%	2.0%
% of EHCP in school	2.9%	1.4%	99.7%	1.4%	1.6%	97.9%
% EAL	30.8%	21.8%	17.4%	21.2%	16.6%	14.8%
%PP * note LA /Nat not comparable	29.1%	34.7%	50.9%	23.3%	28.3%	N/A
% FSM	20.1%	18.5%	42.7%	14.2%	13.3%	41.4%

Agreed actions to take / SIO-led Reviews / school-to school support and monitoring required

Agreed action	Owner	Deadline and intended impact
Continue to support improvements in the quality of teaching in science.	HT, SLT, governors.	Ensure that students' progress in science matches that in English and mathematics and rises at least in step with them in the future.
Continue to challenge and support	HT, SLT,	The %G8s and G9s at GCSE rise in 2019 and

teaching to enable previously high attaining students to achieve better.	governors.	maintain a positive trajectory for the next few years so that the P8 of this group becomes securely positive.
Reflect on the ways in which students' achievements are gauged and analysed over the course of the year.	HT, SLT, governors.	Ensure that systems reflect the inherent complexity of students' situations but also provide a clear line of sight to drive school improvement strategies.

<p>1. The Effectiveness of leadership and management of the school School self-evaluation grade against Ofsted framework: Good SIO agrees on basis of evidence presented? Yes</p>
<ul style="list-style-type: none"> • The headteacher continues to lead with passion, a strong sense of moral purpose and a great willingness to reflect on and learn about what works best for a school community with so many complex and diverse needs. He is very ably supported by his senior team who share his vision and his commitment. • Leaders read widely in the field of education and social provision, obtaining ideas and basing improvement strategies on established research. For example, the recent training day involved a fascinating exploration of students' appreciation of key vocabulary including words such as 'evaluation', 'source' and 'occur'. Implications for teaching are identified and put in place rapidly. Senior leaders have considerable insight and perception around how students here learn best, and what success by the end of KS4 actually means for many of them. • Governors continue to provide very good challenge and support to senior team on the basis of an excellent understanding of the needs of students and their families and how the educational provided here can improve lives. • There is a range of very useful and informative monitoring and evaluation strategies in place, including the use of DART (data assessment report tracker), a programme of regular departmental reviews, frequent visits to lessons to see the quality of learning first hand using the SLT QA calendar, and the work undertaken by subject leaders to sustain the quality of learning and teaching in classrooms on a week-by-week basis. • Data is used with considerable thought and care. After much discussion we agreed that it is certainly useful in principle to compare the KS4 outcomes of students with those students nationally with the same KS2 scores. However we must not lose sight of the fact that in this school many students who perform similarly at KS2 here to others nationally face significantly more challenge to their learning and their progress than their peers. This part of Southampton is an area of significant social complexity; any response to learning needs here must be made with careful consideration of the backgrounds of students and their families. For this reason, leaders have devoted considerable thought to their systems to track achievement. • We also agreed that any data analyses must be used alongside leaders' continual judgements of the quality of provision to point out starkly, and with appropriate precision, what provision is working well and what could be even better. • Close scrutiny of outcomes is used to inform future curriculum decisions. For example, GCSE PE will be abandoned and the BTEC course will replace it. However, the best interests of students is always paramount; leaders care little for published performance outcomes when compared with how well the curriculum suits the current and future needs of young people here. For example, the ECDL will continue to be delivered, despite not contributing to performance table figures, because it is felt to be a useful experience for students here. The horticulture area is a thriving part of the school and enables many students to enjoy growing and tending a range of fresh produce and learn a range of skills in the process. • Very good leadership is given to the quality of teaching and learning. CPD is based on the 'magic 3' of improving literacy (especially for disadvantaged students), the use of assessment to inform and steer teaching, and the 'shine' opportunities for the most (and the more) able. A team of lead practitioners assist SLT to deliver this programme. An interesting emphasis this year is around ensuring that all of this provision is focused more on Year 7 than in previous years, so as to strengthen the foundations for the rest of KS3 and KS4. Carefully constructed groups of four staff - 'Quartets of excellence' - work together to ensure that training drives real changes in classroom practice.

- The very good leadership given to securing reliable attendance, behaviour and safeguarding is maintaining strengths in these vital areas in the face of significant contextual challenge. Leaders demonstrate rigour, expertise and passion in their work to support the wellbeing of students here.
- The work undertaken by staff working with the charity FareShare to help students and members of the local community to have enough good quality food to eat deserves special mention. It was truly impressive to see the fridges in the library full of fresh fruit, vegetables, meat and other produce for students to eat in school, use in food lessons and to take home.
- IoP is still used as a mechanism to structure school improvement and better provision for staff. It is used with wisdom and care to ensure that everyone understands the school's vision, its values and its priorities. Staff morale remains secure and positive.
- The school's finances are very well managed. There is a cash reserve of £340k that is earmarked for spending on improving provision.
- Safeguarding remains an appropriately high priority. All systems and structures, including the SCR, are maintained to high standard. There are 17 staff trained to DSL standard in the school and one maintains close oversight of all of their work. They maintain a strong culture of safeguarding by varying the tactics they use and thereby offering continual challenge to staff's understanding of the risks posed to children, building on the annual training and the regular opportunities to refresh knowledge at the Friday morning pastoral briefings.

2. Quality of teaching, learning and assessment at the school

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

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

- We undertook short visits to over 20 lessons across all year groups and a range of subjects. In the great majority of classrooms teaching was meeting the needs of students very well. Good resources were being used in a stimulating way to encourage debate and exploration, and teachers were steering learning skilfully and offering good levels of challenge.
- As we moved from a Year 7 lesson on the Greek myths, to a Year 11 business lesson studying the school's organogram, and then a learning support group using phonics to identify and deal with split a-e digraphs, we saw teachers promoting secure and often pacy learning.
- In the EDUK8 facility some younger students were preparing fresh vegetables for a pork stew in one room, while a mixed group of Year 10 and 11 students were practicing mathematics and, at the same time, learning how to work together happily and productively. This is a safe haven for these students to learn, where staff have the skills and the time to deal with a range of challenges.
- Leaders have correctly identified science as an area in which the teaching needs to be more active, stimulating and challenging. This was, to a degree, apparent in the science lessons we visited.

3. Personal development, behaviour and welfare of students at the school

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

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

- In all of the classes we visited students were seen working hard and enjoying learning. Students can speak about their learning in a relaxed and easy manner, and they happily engage with each other and their teachers to explore the ideas under discussion.
- Behaviour at break and lunch times is calm, happy and safe. Students show respect for each other and for visitors. Many sit in small groups socialising and enjoying each other's company.
- Systems to maintain this very good behaviour are subtle but are very effective and are operated reliably by staff. The 'blind referral' process continues to be an influential strategy in working with individual students around how their behaviour is perceived by those around them, and may be modified.
- The net effect of this good provision is that:
 - attendance is near the national average when the 15 EWO cases in EDUK8 and the three total non-attenders (one who transferred from another school) are taken into account
 - exclusions are comfortably lower than national for %1+ and %2+, with the groups disadvantaged and SEN not being over-represented here
 - the use of the isolation room is not excessive and is decreasing year-on-year
 - the number of on-calls is reducing.

- Some students struggle with the school's necessary expectations and requirements around behaviour. A few have done from when they arrived in Year 7, or at other times in KS3 and KS4. Leaders are resolute that their aim is to do their best for these students. While standards are not negotiated, the precise means by which students adapt to meet them are often highly individualised. Several students whose behaviour would have placed them outside a school's capacity to cope maintain strong connections with education and the care structure of the school community in the EDUK8 centre.
- Leaders are frank in saying that EDUK8 'destroys their P8' but they place students and their families first. They are pleased that the facility is now doing exactly what it was designed to do: to support the needs of a few very challenging students who would otherwise be permanently excluded.

4. Outcomes for children and learners at the school

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

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

- Care was exercised in the use of published performance data when using it to identify strengths and areas for development (see above).
- The published P8 was low, at -0.57. This seems like a significant fall from 2017's -0.16. However, on closer inspection, the performance of a small but highly significant minority has skewed this figure dramatically. When the very low P8s of the 23 Year 11 students in EDUK8 are taken into account (five more Year 11 students than last year), this figure rises to become -0.30. Further contextualisation for the school's circumstances raises the figure to near zero.
- Interestingly, outcomes were predicted with a good level of accuracy. There were no surprises on results day. This points to good assessment practice and underscores the courage that leaders show around curriculum decisions.
- The open pillar suffered a very large drop in P8 in 2018 compared with 2017. Leaders attribute this to a number of factors including the removal of the ECDL from the DfE's list of approved qualifications, the hugely disappointing outcomes in art and art & textiles (a collapse in %C+ of 65% to a %4+ of 15%, which is subject to vigorous challenge by the school currently), low outcomes in RE (affected by the proportion of students in EDUK8 taking this subject) and disappointing GCSE PE outcomes.
- Overall English progress indicators appear to have not improved since 2017 but further scrutiny of the data reveals that the great majority of students *did* making better progress from their starting points by the end of KS4 in 2018. An apparent drop in the mathematics P8 must also be analysed with great care. Close analysis reveals that the nature of those with low attainment on entry in mathematics affected their capacity more than it did in English; they therefore gained even lower 'outlying' value added scores in mathematics. Overall, the vast majority of students did as well in mathematics as they did in English.
- The disappointing P8 of previously high-attaining students in 2018 is more of a genuine indication of the need for leaders to ensure that teaching enables these students to gain more of the higher grades by the end of KS4.
- Similarly, science remains an area for improvement. Outcomes in this subject depressed the progress indicator in the Ebacc pillar. The signs for 2019 and beyond are more positive, reflecting the impact of leaders in supporting better teaching in this subject recently.
- The low P8s of disadvantaged students and those with SEN at the end of KS4 in 2018 are also closely connected with the constituency of EDUK8. Mainstream provision for those with SEN, and the quality of learning of disadvantaged students, are much more secure than these numbers would suggest.
- Leaders' predictions for the P8 of current Year 11 and Year 10 are around zero. Again, however, care must be taken in the interpretation of this figure and it will likely involve groups making progress that could well be described as at least securely good.
- Achievement in KS3 remains strong. The emphasis on knowledge and skills in every subject serves these students well.

Evidence Base included joint lesson observations, the scrutiny of achievement information, discussions, work scrutinies and documentation scrutiny.