

## Southampton School Improvement Officer Annual Visit Report 2021 – 2022

<b>School</b>	Redbridge	
<b>Headteacher</b>	Jason Ashley	
<b>Chair of Governors</b>	David Whalley	
<b>School Improvement Officer</b>	John Seal	<b>Date of visit: 1.12.22</b>
<b>Last Ofsted inspection judgement / date</b>	Good/January 2018	
<b>Information about the school</b>	<ul style="list-style-type: none"> <li>• 1074 pupils are currently on roll <ul style="list-style-type: none"> <li>○ this is 30 more than at this point last year</li> </ul> </li> <li>• 25.3% of pupils have SEND <ul style="list-style-type: none"> <li>○ % (of NOR) of pupils have an EHCP (included in above figure)</li> </ul> </li> <li>• 11.1% of pupils have EAL</li> <li>• 52% of pupils are eligible for PP</li> <li>• 49.3% of pupils are currently FSM6 <ul style="list-style-type: none"> <li>○ this is 0% (of NOR) more/less pupils than academic year 2020/21</li> </ul> </li> <li>• 5.03% pupils currently have/have ever had a social worker</li> <li>• 28% of pupils were persistently absent in 2021/22</li> <li>• 5.03% pupils had 1 or more exclusion(s) in 2021/22</li> <li>• 63 pupils arrived in-year in 2021/22</li> <li>• 40 pupils were in-year leavers in 2021/22</li> <li>• 9 were EHE leavers in 2021/22 (included in above in-year leavers)</li> <li>• 6 pupils had reduced timetables in 2021/22</li> </ul>	

**Follow up review recommended:** No

Area to develop	Timescale and intended impact
<ul style="list-style-type: none"> <li>• Continue to focus on improving the rates of attendance, particularly those students who come from the hard-to-reach families</li> </ul>	<ul style="list-style-type: none"> <li>• Spring term 2023, overall attendance to be line or exceed the national average. Impact – a measurable increase in the attendance of vulnerable groups.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide appropriate signposting for students to access mental health provision</li> </ul>	<ul style="list-style-type: none"> <li>• As soon as practicable.</li> </ul>
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**How evidence was obtained**

Meetings were held with:

- The headteacher
- Assistant headteachers
- Heads of English, mathematics and science
- A small group of Year 9 and 10 pupils
- Attendance lead
- The HR coordinator
- Chair of governors

The following documentation was reviewed:

- School improvement plan
- Attendance action plan
- Single central register
- Curriculum documents

**Summary of key findings**

- Leaders have created a common purpose and shared vision.
- Students observed during the learning walk were purposeful and fully engaged.
- Students’ behaviour in lessons and around the school during less structured activities and transition was orderly, calm and sensible.
- The core subjects are well led. The leaders have a clear view of what they need to do to improve standards even further.
- The pupils in ‘Eduk8’ are provided with a bespoke environment and appropriate resources and staffing to support their needs.
- The curriculum has an appropriate balance of academic and vocational content and courses.
- Attendance is improving but leaders are aware that more needs to be done, especially for the hard-to-reach families, vulnerable pupils including those with SEND.
- GCSE in English and mathematics results for 2022 were lower than the national average.
- Governors carry out their statutory duties well.
- Safeguarding is effective.

**The quality of education**

- Leaders have ensured that the curriculum meets the needs of students. Key stage 3 covers years 7 to 9 providing opportunities for students to explore and learn the full range of national curriculum subjects.
- The curriculum is well mapped out in all subjects with clear sequential learning in place. Intent for all subjects is clear and defined. Leaders focus on the 'fundamental 5'. Each day in lessons, there is an

emphasis on improvements around- students' knowledge recall in different subjects. A particular focus on students' use of literacy, and teachers' sequencing of learning linking knowledge to assessment. During the short visits to lessons, teachers could be seen providing clear direction and support to students. The start of lessons is based on a key question to provoke thinking and a basis for assessing how much students have learned.

- Leaders of different subjects are monitoring the progress of students and have department plans which highlight the priorities required for improvement including regular monitoring of the quality of education during visits to lessons.
- Leaders have high expectations of behaviour and attitudes. In lessons visited, students were demonstrating interest in their learning and responding well to teachers' instructions questions. This was the case in both the academic and vocational classes. Students were observed in construction lessons using IT to research jobs related to the industry. The school's approach to a mixed curriculum has supported effective careers education. Leaders are aware that the proportion of pupils not in education, employment or training is higher than national figures.
- GCSE English and mathematics results for 2022 were below the national average. Mathematics was particularly low but there is a secure plan in place to improve results for 2023.
- Pupils achieved a range of non-GCSE results in subjects such as construction, dance, music and health and social.
- The inclusive nature of the school ensures that students with SEND are well supported both in lessons and additional intervention programmes.

#### **Ofsted Review of Sexual Abuse in Schools and Colleges**

- Safeguarding is treated seriously and the training for 'Keeping Children Safe 2022' is up to date. Staff have received updates and training around sexual harassment and child-on-child abuse.
- There are numerous posters all around the school promoting diversity and challenging students to think about how they treat each other. There is a particular emphasis on positive role models to encourage understanding around different groups. For example sports women and athletes with disabilities.
- The girls spoken to felt they were treated with respect and felt safe in the school.

#### **Behaviour and attitudes**

- The school has a very positive atmosphere with productive relationships between staff and students which support the challenging and complex backgrounds of many students.
- Exclusions and suspensions are extremely rare. The 'Eduk8' base is a creative approach to retaining those students with SEMH needs. It offers students opportunities to remain on roll and receive the appropriate support to help them learn and feel part of school life. There are opportunities for them to work alongside their peers when appropriate. The recently opened resource base for students with autism is developing well.
- Attendance is improving. The hard-to-reach families remain a challenge and is a priority for the school. As a result, there is a very wide range of strategies and activities in place to encourage and enforce better attendance. Students say they there are clear messages about attending school. One year 10 student said 'we know that bad attendance means bad grades'.
- The senior leaders work well with external agencies to arrange home visits and where appropriate use fixed penalty notices.
- A small but increasing number of pupils are educated at home. Although not on roll, there are detailed systems to monitor any trends in reasons for parents taking their children out of school. Currently,

there are common themes as to why parents wish to educate at home, but leaders are monitoring carefully.

- Children missing in education systems are secure. The safeguarding lead for the locality works closely with the school and has a strong relationship with the MASH team.
- Governors are aware of the issues and concerns around attendance and provide appropriate challenge and support around this issue.
- Core leaders have plans in place to establish links with the main feeder schools post COVID.

### **Personal development**

- Leaders have put in place a range of support for pupils with anxiety and other mental health issues. There is a school counsellor, regular mentoring work which heads and assistant heads of year maintaining an overview.
- Students know that the school is keen to support them, but they are not always sure of where the help is located and feel reticent to ask for fear of embarrassment.
- Students' personal development PSHE lessons take place during tutor times. Students say these sessions are helpful and support opportunities to discuss social and emotional issues in general.
- The 'Great Outdoors Curriculum' provides students with opportunities to explore the New Forest and learn bushcraft skills.
- Careers advice and activities start in year 7 and there is a strong and cohesive programme throughout the school. Leaders make the most of local support including the City Council and local employers and colleges.

### **Leadership and management**

- The headteacher and senior leaders have set a clear direction for the school. They know what is going well and where the areas for improvement are.
- Each department has a curriculum review day. These feed into the school improvement plan. The headteacher holds 'challenge' meetings with the heads of departments to scrutinise documentation and data.
- The self-evaluation judges English to be very strong and mathematics to be improving rapidly following the lower results earlier this year.
- Heads of the core subject departments have an accurate view of the strengths and areas for development. They carry out regular formal and informal monitoring of the quality of education. To adapt to the literacy needs of their students, there has been a change of examination board which means there should be fewer literacy barriers and help students' understanding.
- Heads of department are fully on board with the focus to improve attendance, especially in year 11 where there were some absences during examinations in the summer.
- Different groups are being targeted appropriately for example boys in receipt of pupil premium in English.
- The chair of governors has a clear view of how the school is performing. There are regular meetings and although there are vacancies on the full governing body, there is a good number of applicants to fill the posts in the very near future.
- Safeguarding is effective with all aspects of 'Keeping Children Safe in Education' being delivered at the start of the school year and followed with regular updates for staff and governors. There hasn't been a safeguarding governor check on the single central register since March 2021.

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