



# Assessment for reaccreditation

<b>School name and postcode:</b>	Redbridge Community School SO16 9RJ
<b>Assessment date:</b>	24 <sup>th</sup> April 2024
<b>School Head Teacher:</b>	Jason Ashley
<b>School More Able Coordinator:</b>	Sarah Winner
<b>NACE Lead Assessor:</b>	Heather Clements
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## School context

Redbridge Community School is part of the Reach Cooperative Trust. The school is a comprehensive school for 11- to 16-year-olds with 1075 pupils on roll. It has two specially resourced provisions for pupils with autism spectrum disorder and hearing impairment, as well as an on-site provision for students struggling in the main school setting – reflecting the school’s inclusive ethos. It is situated in an area of significant deprivation and is seen as a hub for the local area with a strong sense of community.

The school’s values of Aspiration, Excellence, Respect and Opportunity are central to its provision and evident throughout the audit process. The school encourages pupils to respect themselves and others and this is reflected in the strong pupil to pupil and pupil to staff relationships. Against a background of disadvantage, the school seeks to build cultural capital and address pupil well-being as a fundamental part of all it does. As a part of this, pupils have many opportunities in sport, the arts, academia and vocational studies to prepare them for the next stage of learning and the world of work. All pupils are encouraged to be confident, to aspire to learn and to be the best they can be; as a result, more students are going to the best colleges and universities and into high quality apprenticeships.

## Progress towards previously identified key action points

**It is clear that the school has worked tirelessly to address the issues identified at the time of the last audit.**

- 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. *Year 7 have 10 minutes of reading within every lesson. The school uses iSpeak/iTalk phrases and specific disciplinary literacy strategies to develop oracy in the classroom. Just Read sessions are delivered in Friday tutor time and each year group has a year group novel. Departments have developed “Read like a...” strategies for their department areas. Reading ages are monitored with TES literacy assessment twice a year for all students and are used to inform lesson planning. **Fully met***
- Continue to work with core feeder primary schools on promoting high standards of literacy to enable learners to have strong foundations for their learning.  
*The school has a transition lead to liaise with feeder primary schools and they have developed more consistent links with practices from primary school including employing primary trained teachers to deliver English and maths in KS3. They run a Summer School for incoming Year 6 pupils and introduced Reading diaries in Year 7. All enrolling pupils receive a free book on transition day with a post card for a book review once they have finished reading it over the Summer. Prior knowledge is a category on all schemes of work*

*encouraging teachers to consider what students already know about the specific topics covered and the skills they have developed from their primary schools. **Fully met***

- 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 exceptionalism. *Every Shine student has a mentor from the beginning of Year 11 and 87% of pupils supported said that they had found this helpful in achieving their goals. This now needs to extend to all year groups, particularly for underachieving and vulnerable groups of students. **Partially met***
- Increase parental engagement in stretching, challenging and supporting KS4 children. *The school has developed a "How to Support my KS4 Child" pack filled with information on: revision techniques, revision guides, homework setting/ completion, enrichment opportunities etc. **Fully met***
- Continue to build cultural capital for more able disadvantaged pupils where the social deficits and low expectations are barriers to learning. *There has been a focus on the development of cultural capital within curriculum time enabling students to have an explicit awareness of the wider world. Additionally, 93% of students partake in opportunities for Personal Development across the school. The school was judged as outstanding for Personal Development by Ofsted due to the wide range of extra-curricular activities. **Fully met***
- Ensure that all subjects have clear and transparent identification criteria that pupils and parents understand. *The Shine and More Able "strategy" document was shared with all staff to ensure that they are continually updating their provision and reminded of the expectation and consistency across departments. Each department has developed its own Shine and More Able Policy and identification criteria. The website has a Shine/ More Able/ Challenge area which is used to communicate information around these areas to parents, students and other stakeholders. **Fully met***
- 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. *Schemes of Work have a 'prior' and 'next' section to ensure that the placement of the knowledge and skills is sequenced according to prior and next learning and Fundamental 5 focusses on Literacy, Shine, Assessment, Recall and SEQUENCING. The school has introduced Ancient History and computing as part of the Shine package at GCSE level. **Fully met***
- 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. *Metacognition is a whole school drive over the past 2 years within a 5-year plan. Significant INSET and professional development time has given to support this area of focus. The MetaWalk is now embedded in all subject areas as confirmed by learning walks and observations. Shine is part of the school's Fundamental 5 that underpins all CPD and Teaching and Learning priorities in the school. Shine and MA audits have been conducted by every department. **Fully met***
- 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 their education. *Noisy Classroom is scheduled on Thursdays as part of the Shine tutor programme. These structured talk activities encourage debate and discussion. Ebacc Heads of Department deliver higher level work to the Shine tutor groups on a rotation so they achieve at least 2 sessions from each contributor throughout the year. "Shine Skills" are scheduled every half term to develop skills such as presentation, debating, communication and confidence. **Fully met***
- Research learning expectations post 16 to ensure that pupils are well prepared as they leave the school. *The school has developed an effective programme to raise pupils' expectations post 16 including Raising Aspiration Days at Chilworth Manor for every Shine tutor group across year 7-11, college taster days, a college open evening in school with attendance from a career's advisor and trips to Oxford, Southampton*

and Solent Universities. As a result, pupils are opting for a wider range of colleges with the school funding transport where this might be a barrier. **Fully met**

- Consider developing peer mentoring – for example Y10 Shine students mentoring Y7/8 or Y11 mentoring their less able peers.  
*Year 10 students act as mentors to Year 7 nurture students to give them experience in developing others and building relationships with others from a mentoring perspective. **Fully met***
- Routinely check for misconceptions and address these promptly.  
*The school uses “iKnow 5/5 More” to check for misconceptions and feedback is given through assessment books and verbally in line with the school’s verbal feedback policy. The use of visualisers is encouraged to model and exemplify good work. **Met but work needs to continue to ensure it has an impact on knowledge retention.***
- Routinely use low stakes testing to improve recall and check knowledge and understanding over time.  
*Assessment weeks are now giving students the opportunity to experience low stakes ‘exam style’ sessions. Additionally, the school has focus weeks including iSpell weeks and iMultiply weeks to raise standards in these key areas. **Fully met***
- 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.  
*The school has developed a culture of sharing and feeding back on work so students understand the benefits of critique and criticism to improve and refine their work and push them out of their comfort zone. Additionally peer to peer feedback is used more routinely. **Fully met***
- Encourage pupils to take risks by using white boards and modelling how errors lead to learning.  
*The school has developed an “iWrite” strategy modelling features of this as a compulsory part of teaching students to write, and every teacher is issued with a visualiser to exemplify expectations. Mini whiteboards are available for drafting. **Met but did not observe mini-white boards being used so the school needs to evaluate whether this is a useful strategy***
- Set clear expectations of standards of presentation for MA pupils at the outset.  
*Non-negotiables have been set for the whole school including underlining the date for all work – work scrutiny shows that work is generally well presented and pupils take care of their books. **Fully met***

### Summary of strengths for provision and outcomes

The strategy for Shine and More Able learners has been refined and shared explicitly with all staff over the past year. There is a whole school ethos of challenge for all and this is embedded in everything they do across the school and personalised by subject. As part of this development, departments have conducted audits to review their provision so the school has an overview of where each department is at and overall strengths and weaknesses. The onus for More Able learners’ progress has been placed in the hands of departments so that their offer is bespoke and personalised. Pupils are proud to be identified as Shine or MA and talk confidently about the opportunities that being identified brings.

The school seeks to reward effort and academic and personal success with a variety of innovative awards including gift vouchers, trips and chocolates – these are valued by the pupils. Termly Shine assemblies for each year group take place and focus on the importance of extra-curricular activities and making a positive contribution to school life in order to encourage students to think beyond the classroom and develop their transferrable skills.

The school has reviewed the selection process for identifying Shine students when they enter Redbridge to ensure the programme is suitable for the learners being enrolled. This includes the introduction of MidYS testing to replace department nominations for the Shine pupils; these are now used to identify subject specific MA pupils. The school seeks to ensure that the Shine and MA cohort is representative of the school community including PP, SEN, EAL and LAC pupils. Departments have also been asked to outline and share their criteria for More Able to ensure transparency when selecting students.

Knowledge and skills tests are regularly conducted as part of formative assessment, in line with the school's assessment policy, and these are the main vehicle for progress tracking. Whole school data is used to identify specific groups within the Shine cohort (PP, EAL, SEN and LAC) and their progress is monitored by the Shine and More Able Co-ordinator. Information gathered from termly data drops is used to identify underachievement and this is shared with staff through DART reports, so that additional provision can be put in place to support these students.

The Shine and More Able Co-ordinator works in collaboration with the PP and LAC Co-ordinator to support underachieving pupils and provide intervention to ensure they make good progress. Staff are made aware of underachieving Shine students and their targeted subjects. Teachers set subject specific targets that are measurable and relevant to the students' current unit of learning. Most Key stage 4 students are aware of their targets and the majority are actively seeking to achieve them.

The school's curriculum reflects its high expectations around knowledge with ambitious programmes of study and the addition of GCSE computing, classical ancient history, construction, and business studies. The number of pupils taking a foreign language is growing, so more now have the opportunity to achieve the English Baccalaureate, and EAL students are encouraged to take a language GCSE in their mother tongue to achieve an additional GCSE and broaden their opportunities in further education. Though results dipped immediately post Covid, current Y11 pupils are achieving well with their Shine students predicted to achieve 97 grades 7-9 with 45 of these coming from Pupil Premium Shine students.

Teachers choose topics and activities carefully to motivate and engage pupils and plan units of work to enable learners to build their knowledge and skills effectively over time. Lesson plans have sections dedicated to provision for Shine and More Able students and this is a focus of lesson observations. Differentiation is embedded into classroom practice and is regularly monitored to ensure it is appropriate to the needs of Shine and More Able students.

Dialogic marking is used across the school to provide written feedback to students and give them opportunities to address their next steps in learning.

Google Classroom and other online resources used by the school play a crucial role in the development of the students as independent learners and providing them with opportunities to further their learning beyond the classroom.

Personal Development is a significant aspect of the school's provision; the programme on offer to all students is extensive and includes extra-curricular activities within school as well as trips, workshops, expert visitors and work experience opportunities. The school provides funding for many extra programmes, for example students have the option to learn an instrument with a peripatetic teacher and more able musicians are encouraged to do this. The Shine and More Able Programme identifies how students' cultural capital is enriched to raise their aspirations and equip them for further learning or the world of work. These activities are regularly reviewed and evaluated by students, staff and providers to ensure they are having an impact on pupils' personal development.

A three-day INSET in October focussed on embedding key initiatives and ensuring that these lead to improved provision and pupils' outcomes. This included a significant focus on meeting the needs of More Able learners. Metacognition is in its second year at Redbridge as part of a five-year journey, and is driven by lead practitioners who are specialists in each area of the Fundamental 5 and key drivers in the development of metacognition.

New staff, NQTs and trainee teachers receive training on how to provide for Shine and More Able students as part of their induction and professional themes.

Initial Shine and More Able surveys showed there was a lack of challenge in some subject areas and this led to further CPD for staff, focusing on stretch and challenge to provide staff with strategies to further the learning of Shine and More Able students moving forward.

The school routinely conducts surveys with Shine and More Able learners, particularly following trips and experiences to review their perspective and make any necessary adjustments for future activities. The school has good relationships with colleges and universities which regularly feature as trips. This includes the University of Oxford and Winchester College exposing students to opportunities which encourage aspiration.

Key staff have shadowed Shine students in order to experience the provision made for them in lessons.

Pupils can develop their leadership skills by becoming prefects and sports leaders.

Fortnightly line meetings between the SMT link and Shine and More Able coordinator allow for monitoring, idea development, quality assurance and keeping Shine and more Able as a high priority. It also allows time to review the data and make adjustments where required.

### **Summary of strengths for teaching and learning**

The school has worked hard to achieve high standards of teaching across the whole school. This has been done through highly focussed professional development, the establishment of clear expectations for every lesson and diligent monitoring and support. As a result, teaching is good with many examples of exceptional practice. During the review we observed consistent application of the school's priorities including:

- Using I know 5 and Shine questions to check on prior knowledge and understanding and provide a link into the new lesson.
- Learning objectives framed as questions, stimulating discussion and giving a purpose to the learning.
- Pupils required to answer in full sentences both verbally and in their written work and teachers routinely using supplementary questions to provide further challenge.
- Key vocabulary is discussed to ensure strong pupil understanding within the context of the lesson.
- Shine and More Able are identified in planning and in the best lessons are assigned roles to support others or extend their learning through alternative challenges.
- Teachers seek to use stimulus and content that is relevant and interesting to the pupils – for example, in music a video was selected which perfectly illustrated the key learning points.

### **Case Study**

To strengthen the use of tutor time for Shine students, the school added a session every Thursday for 30 minutes which included EBacc leads delivering sessions based on higher level criteria using mentoring, developing Shine skills and “Noisy Classroom” to develop debating skills.

The school created a schedule for HODs to plan their input and relevant current affairs issues were identified to stimulate debate.

To measure impact, all Shine students were asked to complete an online survey, specifically asking them whether they found the new Shine sessions useful, what specifically they enjoyed and what improvements they could suggest to identify what was working and what could be improved on in the future.

75% of students in the survey said that they felt the Shine Thursday sessions were beneficial.

The students came up with the following areas for improvement:

- Focus less on providing a lesson and more on what might be useful for my exams like revision techniques.
- Make them longer.
- Happen more regularly and with all subjects.
- More group activities than writing.
- Make it more fun, if possible - include games or talking with the people around us etc.
- More interactive.

They stated the following as areas they considered beneficial:

- Teamwork.
- Learning about revision techniques.
- It makes me focus on schoolwork much earlier in the day so it gets me more prepared for Period 1.
- Using prior knowledge to understand ideas with the subject being taught.
- Helping me on things that I normally don't understand.
- Learn more beyond lessons.
- Learning new techniques on how to do things.
- They are interesting to do.

All feedback will be used to inform the school on their new approach to Shine Thursdays from September 2024 onwards. It is likely a criterion and set session plan template will be considered, to give guidance to those

leading the sessions. Consolidation of knowledge will continue; revision techniques should be discussed regularly and sessions should have a different flavour to a regular lesson and would be applicable beyond GCSEs.

### **Areas for development**

Areas for development are drawn from the school's own evaluation as well as from the observations and discussions during the day.

- The Shine and More Able Coordinator is new in post so would benefit from opportunities to conduct learning walks and observations to have an overview of what is happening in classrooms and to quality assure the provision across the school.
- Develop a mentoring programme for Shine and More Able pupils beyond Year 11, with a particular focus on underachieving and disadvantaged groups of MA pupils, to raise aspirations and address any issues at an early stage.
- Analyse subject identification to consider anomalies, where pupils are identified in just one academic subject for example history and not English, to understand if there are any specific factors that may be masking higher ability.
- Working with the EAL lead, analyse the EAL cohort, particularly those who join the school other than in Y7 to assess whether EAL may be masking high ability and, if this is the case, put in place alternative identification strategies for both subject and Shine and develop appropriate interventions.
- Review the 2-hour lesson structure to ensure that the pace and content is varied and includes opportunities for More Able pupils to work independently or undertake research to ensure they remain fully engaged.
- Develop a systematic approach to tracking the participation of Shine and More Able in the extended curriculum to ensure they are taking full advantage of everything that is on offer, and use Global Bridge to enable them to build an online Record of Achievement of the experiences they have had across their 5 years.
- Carry out a teacher audit/ skills review in relation to T&L of Shine and More Able pupils to gain an overview of staff confidence and proficiency in meeting the needs of More Able learners and provide targeted and personalised CPD.
- Use professional development time to share good practice, particularly ideas for additional challenge where More Able pupils need to extend their learning beyond the scope of a planned lesson.
- Invite parents in on an annual basis to explore the Shine programme and to involve them in raising their child's aspirations.
- Extend the scope of Shine Boosters to all year groups to raise the expectations and ambition of Shine students.
- Analyse the barriers to Shine students who have the academic ability but not necessarily the skills required for obtaining high achieving job roles, and develop a programme of coaching and support to develop these skills. Articulation/confidence/presentation skills/assertiveness/collaboration/resilience.

### **Teaching and Learning**

In line with the school's improvement plan and ongoing journey they need to:

- Continue to develop and embed meta-cognition strategies
- Ensure that assessment strategies are further embedded and used effectively to check that pupils have understood and remember what they have been taught and that misconceptions are corrected quickly and gaps in their learning are addressed.
- Ensure that learning activities build on that knowledge and are appropriately ambitious for More Able pupils, encouraging and supporting teachers to develop a repertoire of ways to provide challenge within lessons when it is clear that More Able pupils have mastered the core learning.



- Where able pupils extend their learning through alternative challenges, these need to be purposeful and acknowledged to ensure that More Able pupils are motivated to fully engage with these tasks.

**Key issues** (*key action points to be included on the school's Key Issues Matrix*)

- Develop a mentoring programme for Shine and More Able pupils beyond Year 11, with a particular focus on underachieving and disadvantaged groups of MA pupils, to raise aspirations and address underachievement by tracking of vulnerable groups earlier than Y11 to address any issues in a timely manner.
- Analyse subject identification to consider anomalies, where pupils are identified in just one academic subject, for example history and not English, to identify hidden abilities and understand if there are any specific factors that may be masking higher ability in those areas.
- Review the 2-hour lesson structure to ensure that the pace and content is varied and includes opportunities for More Able pupils to work independently or undertake research to ensure they remain fully engaged.
- Continue to develop and embed meta-cognition strategies and ensure that assessment strategies are further embedded and used effectively to check that pupils have understood and are able to remember what they have learnt, and that misconceptions are corrected quickly and gaps in their learning are addressed.
- Ensure that learning activities build on learners' prior knowledge and are appropriately ambitious for More Able pupils, encouraging and supporting teachers to develop a repertoire of ways to provide challenge within lessons when it is clear that More Able pupils have mastered the core learning. Where able pupils extend their learning through alternative challenges, these need to be purposeful and acknowledged to ensure that More Able pupils are motivated to fully engage with this work.

**Challenge check-in due (+18 months):** November 2025

**Next reaccreditation application deadline (+3 years):** April 2027

**NACE Lead Assessor signature:**

*Meather Clements*