

# Redbridge Tuition Service

Inspection report

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<b>Unique reference number</b>	134366
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	381677
<b>Inspection dates</b>	8–9 March 2012
<b>Lead inspector</b>	Stuart Charlton

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Cherie D'Abbro
<b>Date of previous school inspection</b>	12 November 2008
<b>School address</b>	Starch House Lane Ilford Barkingside IG6 1PU
<b>Telephone number</b>	020 8501 6080
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## Introduction

Inspection team

Stuart Charlton

Additional inspector

This inspection was carried out with two days' notice. Ten lessons were observed and nine teachers seen, amounting to five hours of observation. Nearly all observations were undertaken jointly with senior staff. Meetings were held with groups of students, the governing body and management committee, representatives of the local authority and staff. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation such as the improvement plan, assessment information, students' records and work, the minutes of meetings of the management committee, as well as school policies. He listened to students read and scrutinised three questionnaires from parents and carers as well as 24 from students and 13 from staff. Account was taken of the centre's own questionnaires from parents and carers to gain a clearer picture of their views.

## Information about the school

Redbridge Tuition Service (RTS) provides education for pupils who have been excluded, or are at risk of exclusion, from their mainstream school. Most pupils have histories of disrupted education and around half have communication needs. During the inspection there were only pupils from Key Stages 3 and 4 present and since the previous inspection there have been no pupils aged 5 to 11 in the Centre. RTS is part of the New Rush Hall Group which comprises an all-age day school for pupils with behavioural, social and emotional difficulties, an Outreach Team, three Pupil Referral Units (PRUs), education provision at an adolescent psychiatric unit, and a multi-agency Early Years provision. The governors and management committee of the New Rush Hall Group in conjunction with the local authority manage and oversee all these resources and services. RTS works with pupils in the small centre in Barkingside. Its aim is to teach all pupils, apart from those in Year 11, until they are able to return to school or another provision within the New Rush Hall Group. The proportion of pupils known to be eligible for free school meals is high. A small number of pupils have a statement of special educational needs, usually related to behaviour. RTS holds the Healthy Schools award and the Get Set Olympic Sportsmark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Redbridge Tuition Service provides good education for its pupils. It has improved its effectiveness since its previous inspection and is continuing to do so. It is not outstanding because of some areas of relative weakness in teaching and in the use of progress data to evaluate the school’s performance.
- Achievement and progress are good because pupils’ interest in learning is rekindled. Pupils are keen to improve their learning and older ones gain accreditation in a range of subjects, which ensures that virtually all move on to further education, training or the world of work.
- Teaching has improved and is now good. Pupils are set challenging tasks, know what is expected of them and make good progress towards their identified learning intentions. Occasionally, teachers do not use a sufficiently wide range of approaches to ensure each pupil’s learning is of the highest quality.
- Behaviour is good, with pupils showing great improvement from when they first start at RTS. They feel safe in the very harmonious atmosphere. Attendance for most pupils improves rapidly once they join the service and, overall, has improved greatly since the previous inspection so that it is now broadly average.
- Leadership and management are good. The headteacher and her deputy work together very effectively. They have high expectations of both pupils and staff, with a key focus on improving pupils’ life chances. Rigorous performance management and a well-thought-out programme of staff development ensure continuing improvement in classroom practice. Safeguarding is extremely robust and Redbridge Tuition Service is well placed to improve in future.

## What does the school need to do to improve further?

- Ensure that teachers always use a wide range of teaching approaches that fully

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meet individual needs so that each pupil's learning is of the very highest quality.

- Use the data about pupils' progress to best effect so that the school is certain that it is doing as well as it possibly can in relation to the national picture.

## Main report

### Achievement of pupils

Pupils of different ages and abilities make good progress. The starting points for most on entry are low and all catch up quickly once they join RTS. At Key Stage 3, there is a high level of successful re-integration into mainstream schools. By the end of Key Stage 4, pupils' attainment is broadly average and they make a successful transition to life after school. The initial assessments carried out by RTS are accurate and pupils are set challenging targets so that they achieve equally well, irrespective of their special educational needs or disabilities. Different groups of pupils, for example in terms of gender or ethnic background, make similarly good progress.

The high focus given to the development of pupils' basic skills, particularly in language, literacy and mathematics, pays off and helps them to develop the confidence to address new learning in a positive way. Across the school, pupils make good progress in developing their skills in speaking and listening. They are asked their opinions and they learn to express their views effectively. They develop confidence in reading and writing for a wide range of purposes and are proud of their achievements. At age 16, pupils do particularly well in mathematics examinations, with some showing good insight into problem solving in 'real-world' contexts. Across the curriculum, pupils' skills in numeracy are developed effectively, as seen in a humanities lesson where Key Stage 3 pupils made an accurate and effective timeline through the Victorian period. Pupils of all ages enjoy working with information and communication technology (ICT) and use it successfully in different contexts. In a number of lessons, they used it effectively to demonstrate to others what they had achieved in the lesson.

Across a range of subjects, pupils make good progress. They especially enjoy practical subjects and they are particularly proud of their achievements in food technology, art and physical education. In personal, health, social and citizenship education (PHSCE), they develop very good awareness of their rights and responsibilities and a belief in themselves. The majority of parents and carers are pleased with the good progress their children make, and the inspection findings confirm this view.

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## Quality of teaching

The well-planned curriculum provides a clear structure for all aspects of learning. Teachers use assessment information effectively when planning their lessons so that the work is pitched at the right level. They have good subject knowledge, and relationships between all staff and pupils are excellent. Staff use praise and rewards very effectively to build pupils' confidence and self-esteem and ensure that generally they behave well. This contributes very well to the promotion of pupils' spiritual, moral, social and cultural development. Teachers use resources, including ICT, well to support pupils' learning and they often inject a sense of fun into lessons. Senior leaders provide very good role models to staff, as seen in an outstanding mathematics lesson where the deputy headteacher used extremely imaginative approaches to teach pupils about line graphs. With very skilful questioning and feedback, she not only deepened pupils' awareness but elicited comments indicating that they understood the issues in a wider context than simply calculating an answer. Opportunities to extend learning in this way are not always used to best advantage.

Staff are successful in improving pupils' skills in speaking and listening and pupils are clear that 'teachers take time to listen to us'. Across the school, teachers are adept at helping pupils develop confidence in reading, and gains in their reading ages reflect this. As one pupil said, 'I can now put my voice into it'. The comprehensive system of record keeping and well-presented exercise books in all subjects effectively demonstrate teachers' conscientious approach, as well as pupils' good progress over time. Parents and carers are overwhelmingly of the opinion that teaching is good at RTS, a view supported by inspection evidence.

## Behaviour and safety of pupils

Behaviour is good and greatly improved since the previous inspection. There are no permanent exclusions and an overall decline in fixed-term exclusions, with fewer pupils involved. Pupils respond well to the behaviour targets they are set and, in discussion, acknowledge that the dramatic improvement each one makes is because 'the staff make sure you know what to do to make things better'. Incidents of bullying or harassment, including those based on race, gender or sexuality, are rare and, as confirmed in discussion with pupils, are dealt with quickly and effectively if they do occur. Pupils are very aware of the importance of keeping safe, for example from knife crime and drugs, with particularly helpful input from the school's police liaison officer and visiting drama groups. Indicative of pupils' positive attitudes and behaviour is how well they care for the school building, with displays of work respected and appreciated. Pupils are considerate and respectful to staff and appreciate the high expectations they set. They show very positive attitudes to learning and lessons usually proceed in a calm and orderly manner. Pupils say that they like coming to RTS and that their punctuality has improved compared with their performance at their previous schools.

Although a few parents and carers have reservations about lessons being disrupted by bad behaviour, this was not the case during the inspection. They invariably agree,

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as do the pupils and staff, that their children are safe in school. Attendance is a priority at RTS and through the use of rigorous first-day absence calls, home visits and the work of the education welfare officer, much has been achieved to date. Some pupils now attend every day, week after week. Even so, RTS rightly continues to improve its efforts in this area and the newly implemented family intervention project is already paying dividends with the very small number of pupils who have a history of persistent absence in their previous schools.

## **Leadership and management**

The headteacher is extremely well supported by her deputy and they ensure that staff work as a cohesive and effective team. They communicate high expectations and ambition and their actions are based on accurate self-evaluation. The ways in which they support and develop the staff ensure consistent improvement in classroom practice and an enthusiasm from staff about wanting to improve further. These staff lead by example and in assemblies they spell out the RTS ethos very effectively, for example that 'we all learn from our mistakes' and 'that we need to be resilient'. The school has responded well to the issues raised at the previous inspection. It has ensured good improvement in virtually all aspects of school life, showing that it has good capacity to improve further.

The good curriculum secures the systematic development of pupils' basic skills. Increasing use of vocational courses, such as car mechanics and health and beauty, is ensuring that the curriculum is being adapted well to meet pupils' needs. A wide range of enrichment activities, including residential visits, enhance the provision and add to pupils' enjoyment of school. The promotion of pupils' spiritual, moral, social and cultural development is particularly effective, ensuring a positive ethos for learning. Pupils from a wide range of backgrounds work and socialise together very well. The principles of equality of opportunity are at the heart of everything the school does and there is an absence of discrimination. The school ensures through careful monitoring that all groups, including the many whose circumstances may make them vulnerable, achieve equally well.

Leaders at all levels are aware of the strengths and weaknesses of the school and show clear commitment to future improvement. The governing body and management committee play an important role in strategic leadership by making certain that the policies to promote equality and tackle discrimination meet statutory requirements and have a positive impact on school life. The governing body is particularly effective in supporting RTS through regular monitoring visits. The systems to set targets and track pupils' progress are now rigorous and robust in supporting pupils' good progress. However, the present system of data analysis makes it difficult for all to gauge how well RTS is performing in relation to other schools nationally.

Safeguarding arrangements are extremely effective, as evident in the very comprehensive child protection and vetting procedures and the risk assessments covering all aspects of school life. Partnerships with schools, colleges and other

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agencies are very effective, particularly in supporting pupils' re-integration back into mainstream schools and their smooth transition to college. The school works well with parents and carers, giving them regular updates about their children's progress using the much-improved tracking system.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 March 2012

Dear Pupils

**Inspection of Redbridge Tuition Service, Ilford, IG6 1PU**

Thank you for your warm welcome and the help you gave me when I came to inspect RTS. I judged that you are all provided with a good education and that you make good progress in your learning. The older ones gain a wide range of qualifications which prepare them well for life once they leave school. In discussion and through the survey you filled in, many of you told me that you learn a lot in lessons.

Teachers help you to learn well and they plan lessons that are closely matched to your levels of understanding. I could see that you make particularly good progress in speaking and listening and that, by age 16, you do especially well in your mathematics examinations. You clearly enjoy some of the extra activities you take part in, for example the residential visits.

Your behaviour is good and you try hard in lessons. I was impressed with your behaviour in assemblies, in the dining room and in the playground, where you help each other a lot. You feel safe at school and you say there is little or no bullying and you are clear that any member of staff will help you if you have a problem.

RTS is led and managed well and the staff are keen to make it even better. To do this I want them to ensure that in all lessons they use the widest range of teaching approaches so that each of you achieves as well as you can. We also want them to use the information about the progress you make to check that RTS is doing as well as it possibly can.

I want you to make sure that you continue to help in this by ensuring you attend regularly and arrive on time for all your lessons.

Yours sincerely

Stuart Charlton  
Lead inspector

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