

Redmoor High School

Wykin Road, Hinckley, LE10 0EP

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Effective leadership and governance have resulted in a most caring and nurturing learning environment. Each pupil is well-known and equally valued. This is reflected in the school's strong community spirit.
- Achievement is good because pupils progress well in a wide range of subjects.
- The leadership of teaching is effective. The school has a high level of expertise and success in improving the quality of teaching. As a result, teaching in almost all lessons is good or better.
- Pupils' behaviour and attitudes to learning are good. Relationships are strong; pupils work together exceptionally well and make excellent progress in their personal development.
- High quality provision for pupils' social, moral, spiritual and cultural development promotes pupils' self-esteem and confidence. Pupils are encouraged to believe in themselves and in their ability to succeed.

It is not yet an outstanding school because

- Some teaching requires improvement and not enough of it leads to outstanding progress over time.
- Lesson planning does not routinely provide opportunities for pupils to take responsibility for their learning.
- The target setting and progress tracking systems are not sharp enough to support outstanding progress.
- Good practice in the use of targets, assessment and marking is not evident across all subjects.

Information about this inspection

- Inspectors observed 23 part lessons, of which six were joint observations with senior leaders. Inspectors observed senior leaders reporting back on the quality of learning and pupils' achievement in lessons.
- Meetings were held with the Principal, senior leaders, subject leaders, a group of teachers and four groups of pupils. The lead inspector had discussions with the Chair of the Governing Body and one representative of the governing body.
- The inspectors took account of the 38 responses to the online questionnaire (Parent View) and the school's own survey of parents' views. Responses to questionnaires completed by 24 staff were also analysed and considered.
- Inspectors looked at a range of evidence including: the school's improvement plan; the analysis of pupils' progress; a summary record of classroom observation; pupils' work; and records related to the behaviour and safety of pupils.

Inspection team

Nada Trikic, Lead inspector

Her Majesty's Inspector

Andrew Timmins

Additional Inspector

Valerie Scarlett

Additional Inspector

Full report

Information about this school

- Redmoor High School is much smaller than the average secondary school although numbers have increased in recent years.
- Redmoor High School converted to academy status in April 2012. When its predecessor school was last inspected by Ofsted in November 2009, it was judged to be outstanding.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is below the national average.
- The proportion of disabled pupils and those who have special educational needs, identified by the school and supported at school action, is below average. The proportion with a statement of special educational needs or supported at school action plus is broadly average.
- The vast majority of the pupils are from White British backgrounds.
- Provision for all pupils is provided on the school's site. Close working relationships with the Dorothy Goodman Special School, which shares the same site, provides access to specialist advice and support.
- The school does not place any pupils with off-site alternative providers.
- The governance of the school is undertaken by the governing body which includes three trustees.
- The school is identified as a National Support School and the Principal is a National Leader in Education.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and eliminate the small minority of teaching that requires improvement in order to accelerate pupils' progress. Make sure that
 - teachers plan tasks and activities that help pupils to further develop the skills required to be independent learners
 - marking and feedback to pupils provide clear guidance on how to improve in all subjects
 - judgements on teaching quality are set against the progress pupils make over time.
- Strengthen the school's target setting, progress tracking and analysis procedures to ensure that:
 - self-evaluation is accurate and based on national expectations
 - targets are sufficiently challenging
 - regular reports to the governing body provide clear messages about the impact of initiatives to raise achievement, and the progress of different groups of pupils from their entry to the school.

Inspection judgements

The achievement of pupils is good

- When pupils join the school in Year 7, they are working at broadly average standards in English and mathematics. Strong links with feeder primary schools ensure that pupils are ready for the challenge of secondary school.
- Pupils make good progress over Key Stage 3. By the time they leave in Year 9, attainment is above average in mathematics and science. Attainment in English is in line with national averages and improving.
- A high priority has been set to improve levels of literacy, supported by staff training and new initiatives. These are designed to boost reading skills and promote the joy of reading. Early indications are encouraging in terms of pupils' progress and attitudes to reading. Regular opportunities in tutor time and lessons to discuss and debate topical issues ensure the good development of pupils' speaking and listening skills.
- A wide range of strategies have been used to take advantage of the pupil premium funding and Year 7 catch-up funding. Smaller classes, specialist training for staff, the purchase of e-readers and high quality reading books, and enhanced staffing are all making a difference. As a result there is very little difference in the attainment and progress of pupils eligible for pupil premium and their peers.
- The progress made by disabled pupils and those who have special educational needs is similar to their peers. Tailored intervention sessions to support specific skills and in-class assistance are linked well to pupils' needs. Excellent use is made of expertise from the neighbouring special school to access specific help for individual pupils. It is recognised that the tracking of pupils' progress over time is not systematic enough. Recent improvements to the monitoring of reading are proving to be effective.
- Targets are not sufficiently challenging to maximise the progress pupils make. Not enough focus is given to the levels of progress pupils make from their entry to the school linked to national expectations. Some departments, such as mathematics, use targets well to provide clear direction for pupils but such good practice is not consistent in English.
- In the lessons observed, almost all classes were making at least good progress. Pupils in Year 9 are well prepared for transition through work set that helps them to appreciate the demands of work in Key Stage 4. The school works well with identified pupils in Year 5 from the feeder schools to boost their skills in readiness for transfer.

The quality of teaching is good

- Teachers create an excellent atmosphere for learning that encourages pupils to work well together and participate in lessons. Teachers demonstrate a strong knowledge of their pupils' abilities and intervene appropriately to clarify points or move pupils on. This was demonstrated in many subjects including modern foreign languages, science, mathematics and physical education.
- Teachers deliver well-structured lessons that interest and motivate pupils. A strength in teaching is the high level of interaction in lessons and the quality of resources, including the use of tablet computers. Teachers work well with teaching assistants who are mostly deployed in ways that

extend the pupils' progress.

- Teachers provide good opportunities for pupils to demonstrate their knowledge and understanding. Pupils are confident to provide feedback to the class, and respond well to teachers' expert use of questions that probe their understanding and challenge their ideas.
- The focus on literacy and mathematics across the curriculum is beginning to be a feature in lessons. This is at an early stage and not yet embedded across all subjects. The promotion of speaking and listening skills is a stronger feature. Pupils respect the views of others and display considerable maturity in expressing their thoughts and opinions.
- The marking of pupils' work is kept up-to-date but teachers' written feedback to pupils does not always support them in the next steps to take. In the best examples, the dialogue between the teacher and the pupil involved challenge to make improvement. Strong examples of marking in English provided clear and detailed guidance for pupils.
- Good use is made of classroom displays that include information about National Curriculum levels. These are written clearly to help pupils to identify how they can make progress. In lessons, pupils were able to speak confidently about how they would achieve the next steps in their learning and progress. However, targets are not always sufficiently challenging to accelerate the pace of learning.
- In the best lessons observed, the challenge and enthusiasm shown by the teacher was matched by a high level of engagement by pupils. Excellent use was made of paired and group work to develop social and communication skills. However, not enough opportunities are provided for independent learning so that pupils can make decisions and take responsibility for how they will achieve the objectives for the lesson.
- In a very small number of lessons, teachers' planning does not take account of pupils' individual learning needs. Not enough attention is given to ensuring that pupils understand the purpose of the lesson and how they will demonstrate their knowledge and understanding.
- History, modern foreign languages and moral and ethics lessons make a particularly strong contribution to pupils' moral, cultural and spiritual development. This is enhanced by regular visitors to the school that help to broaden pupils' cultural and life experiences.

The behaviour and safety of pupils are good

- Pupils are proud of their school and enthusiastic about the wide range of opportunities they have to develop new skills, and to experience adventurous outdoor activities. For many pupils Redmoor feels like their 'second home'. Pupils say they feel safe and supported in school, and parents and carers agree. They value the support and guidance they receive from staff and praise the 'Hub' as a good place to seek help.
- Pupils' attitude to learning and their behaviour in lessons and around the school is good. Pupils are respectful of each other and adults, and this contributes greatly to their learning. Attendance is above average and pupils are punctual to lessons.
- The school has clear and well understood procedures for dealing with behaviour and pupils say that this is managed consistently by staff. This is also the case for the school's reward system.
- Behaviour is not judged to be outstanding because lessons do not provide enough opportunities

for pupils to take greater responsibility for their learning with less direction from the teacher. The school has a grading system for behaviour but this does not sufficiently identify the qualities of an 'active learner'.

- Pupils are aware of different types of bullying, and report that it is not a concern. They are confident that should an incident occur, staff would take immediate action. Pupils have excellent opportunities to learn about different forms of bullying, such as cyber and homophobic bullying. A high priority is set to ensure that pupils are alert to dangers in using the internet and social media.
- Pupils have good opportunities to develop leadership skills, such as through membership of the school council. They feel listened to and contribute ideas about timetable and uniform changes. Some pupils help younger pupils with reading, and support links with feeder schools.
- Highly popular clubs and activities linked to sport, drama, music, science, the library and information and communication technology make an excellent contribution to pupils' personal and social development.

The leadership and management are good

- The Principal, governors and staff share a passion and drive to improve the achievement and life chances of every pupil. The Principal has been successful in building trust and confidence among staff that has inspired them to do everything they can to help the pupils to succeed. This provides a firm commitment to equal opportunities.
- The leadership of teaching and learning is having a positive impact on raising pupils' achievement. It includes accurate assessment of teaching quality, confirmed during the inspection. Teaching is monitored through formal lesson observations and regular visits to classes. Staff are keen to improve their teaching and work effectively together to share and develop best practice.
- Leaders have a clear picture of the quality of teaching in lessons, but not enough attention is given to checking how well this evidence matches pupils' progress over time, linked to national expectations. This has meant that the school's own judgement of its overall effectiveness is sometimes over-generous.
- The performance of staff is well managed and appropriately linked to the Teachers' Standards. Monitoring information is used to make sure that there is a fair approach to pay progression for staff. Teachers appreciate opportunities for professional development and training. This includes carefully constructed programmes to support individual teachers.
- Leaders have a clear view of the priorities, and have successfully introduced new initiatives and developments to extend provision. These include programmes in literacy, enhancement of the library and the use of tablet computers. Plans to monitor and check on the impact of these initiatives are not always sufficiently detailed to allow success to be tracked and linked to pupils' progress.
- There is a strong commitment to partnership working to secure an inclusive 0 to 19 perspective for the school linked to the Children's Centre and special school who are on the same site, and feeder schools. The provision of two purpose-built rooms in the school for the special school pupils leads to regular contact and opportunities for joint learning and development, and opportunities for flexible provision for pupils. This is a successful arrangement.

- The curriculum is good because it ensures that individuals have a range of practical, cultural and academic experiences that prepare them for the next stage of their education. The curriculum is enriched by planned activities that allow pupils to enjoy and experience a wide range of cultural activities, including theatre visits, visiting authors and residential trips to Berlin, France and New York. The link with a school in Zambia extends pupils' understanding of the wider world.
- The school uses an external consultant to review aspects of its work. Leaders value opportunities for professional dialogue to share evidence of progress. Reports from the consultant provide helpful pointers for the school to consider.
- The school uses its status as a National Support School to enhance links with feeder primary schools to raise achievement, and to provide expertise to other schools on mathematics teaching. As a National Leader in Education the Principal is involved in local and national bodies to share and develop good practice, and to support innovation.
- **The governance of the school:**
 - The role of the governing body is evolving to provide a sharp focus on the school's work and achievements. Governors are rightly proud of the positive learning environment and the emphasis on boosting pupils' self-esteem as a basis for positive learning. They are knowledgeable about the different initiatives designed to support pupils in developing their skills. They are also involved in discussions about the use of pupil premium and Year 7 funding to tackle potential barriers for pupils. They are less clear about the impact of these approaches on pupils' performance. Governors recognise that their understanding of progress information needs further development to sharpen the focus on the levels of progress different groups make. Link governors for safeguarding and special educational needs provide a helpful contribution to the school's self-evaluation. Governors ensure that procedures for safeguarding meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137968
Local authority	Leicestershire
Inspection number	413475

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Alan Boak
Headteacher	Andrew Coombs
Date of previous school inspection	Not previously inspected
Telephone number	01455 230731
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