

Redbridge Tuition Service

Starch House Lane, Fullwell Cross, Ilford, IG6 1PU

Inspection dates 30 April–1 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school;

- Almost all teaching is good, with much that is outstanding. There has been consistent improvement since the previous inspection.
- The students often make rapid progress when they enter the provision from starting points that are generally low for their age. There are high expectations of the students' success.
- Almost all students in Years 8 and 9 return successfully to mainstream schools, having caught up with mainstream students.
- Students in Year 11 leave with a range of GCSE qualifications which enables them to join further education college courses. The most-able students achieve well in English and mathematics accreditation.
- Teachers ensure that the needs of students are well catered for in a framework of tailored provision for each student's academic, behavioural, emotional and social needs.
- The management of students' behaviour is a strength of the school. This ensures that the students make outstanding improvement in their behaviour and attitudes to education. Their self-confidence and conduct improve significantly during their time in school.
- Students feel safe and secure. They are interested in the subjects which the school offers and confirm that they enjoy school. The attendance of the large majority is above average. There are, however, a very small number of students on the school roll who refuse to attend despite the school's best efforts.
- The headteacher and senior staff, well supported by the executive headteacher, lead the school outstandingly well. Together, they rigorously check and improve on the quality of teaching. Leaders maintain a very clear overview of the academic and personal development progress of each student. This leads to the students' excellent progress.
- The management committee has a very clear knowledge and understanding of the school's work. It provides strong support and challenge to the school's leadership.

Information about this inspection

- The inspector observed students' learning in seven lessons, all of which were joint observations with the headteacher and executive headteacher.
- Meetings were held with senior managers, a representative of the management committee and a senior member of the local authority. Informal discussions were held with students during the course of visiting classrooms.
- The inspector took into account the school's regular surveys of parents' opinions about the school. There were too few responses to the on-line questionnaire, (Parent View) to be included. The eight responses to the staff questionnaire were also looked at.
- The inspector observed the school's work and looked at a range of documents, including relevant policies, the school's review of its own work and development planning. Records of students' progress and achievement in academic and personal development were looked at, as well as monitoring reports on the quality of teaching, the performance management of staff and curriculum documents. Attendance figures for the whole school were analysed as well as all aspects of the safeguarding of students.

Inspection team

Melvyn Blackband

Lead inspector

Additional inspector

Full report

Information about this school

- Redbridge Tuition Service provides for secondary-aged students who have been permanently excluded, or who are at risk of exclusion, from mainstream schools.
- There are a very small number of girls on the school roll.
- Students may enter the school at any time during the year. Some students stay for a short while before returning to their mainstream schools and others stay for longer periods of up to two years.
- A majority of students have special educational needs, mainly for behavioural, emotional and social difficulties. There are currently a small number of students with statements of special educational needs.
- A high proportion of students are eligible for the pupil premium. This additional funding is provided for those students entitled to free school meals or who are looked after by the local authority.
- An above average proportion of students are from a variety of minority ethnic groups. A very small number of students speak English as an additional language
- The tuition service is part of the New Rush Hall group of schools which comprises an all-age school for pupils with behavioural, emotional and social difficulties, an outreach team, three pupil referral units and a multi-agency early years provision. The management committee of the New Rush Hall group, in conjunction with the local authority, is responsible for the oversight of all resources and services at the Redbridge Tuition Service.
- The school does not make use of any alternative provision.

What does the school need to do to improve further?

- Ensure that teachers work even more effectively with the local authority, and health and social care services to promote the increased attendance of the very small proportion of students who refuse to attend school.

Inspection judgements

The leadership and management are outstanding

- The experienced and enthusiastic headteacher, well supported by her deputy, has worked diligently and consistently over many years to raise standards of students' progress and the quality of teaching. Almost all teachers in this small school are subject leaders. They are knowledgeable about their subjects and work very effectively to develop the curriculum and to monitor the effectiveness of teaching.
- The school benefits from the expertise of the executive headteacher in charge of the New Rush Hall group of schools through his experience in guiding schools to provide high standards of provision for all pupils
- The local authority maintains a 'light-touch' approach to the school and the group of schools. The very well managed organisation of the school and the dedication of leaders and staff mean that the school has an outstanding capacity to maintain improvements.
- School leaders regularly and rigorously check on students' progress. They have high expectations of each student's success. Rapid interventions provide excellent extra support whenever a student might start to fall behind. As a result, almost all students achieve very well, including the very small proportion of students who speak English as an additional language. There is no discrimination in the school and all students have an equal opportunity to do as well as they can.
- Additional government funding for disadvantaged students is used appropriately to provide extra support in English and mathematics. As a result, the eligible students achieve as well as, and sometimes slightly better than, others.
- The school's leaders make very regular checks on all aspects of teachers' work. They quickly tackle any performance which does not meet the school's high standards through support and access to a range of further training. Teachers are well aware of how their performance is measured and linked to national standards, and that pay awards are dependent on meeting challenging targets. Teachers rise enthusiastically to the challenge. There is high morale.
- Staff at all levels evaluate the school's work carefully and effectively, and this leads to realistic but ambitious future planning. The school's leaders are well aware of the occasional refusal by students to attend school and work determinedly with other agencies to promote the attendance of these students.
- Students study subjects which are appropriately matched to their ability and interests. They make excellent progress in English and mathematics because of skilled teaching and the provision of well-organised, effective support for those who need help with reading or numeracy. Literacy and numeracy are consistently planned into almost all learning activities. This has a very positive impact in enabling students to practise their skills in a range of contexts and in raising the students' confidence and their attainment.
- Older students have very good access to a range of GCSE and Entry Level qualifications in which they achieve well. This prepares them successfully for the next stage in their learning or training. They receive effective careers guidance to enable them to make informed choices about their next steps.
- The curriculum places a strong emphasis on developing the students' personal skills and management of their own behaviour. There are regular, focused assemblies on aspects of life in this country and beyond. Well-planned lessons in personal, health and social education ensure that the students reflect on and understand the issues of diversity and tolerance. They learn effectively about their local area through visits and visitors to school from various social and ethnic groups.
- As a result of strong teaching and a well-planned programme of academic and personal development, the students make very good progress in their spiritual, moral, social and cultural development. They are well prepared to take their place in modern Britain.
- Parents report their satisfaction with the school's work. Teachers make strenuous efforts to engage parents in their child's progress and well-being and are in regular communication with families to help maintain the high levels of attendance.
- The school's work to safeguard students is outstanding and very well organised.
- **The governance of the school:**
 - The management committee is very well informed about the school's work and members have a clear understanding of the pupils' achievement and well-being. They effectively scrutinise data about the pupils' performance in a range of areas, such as their academic progress, personal skills and attendance.
 - Members of the management committee are well informed on the quality of teaching and how good performance is rewarded and any underperformance tackled. They check the use of additional funding and how effectively it has raised the achievement of disadvantaged pupils.
 - Members have taken part in regular training, for instance in child protection and the interpretation of

data. They ensure that current statutory safeguarding requirements are met.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of students is outstanding. Students almost invariably enter the school with negative perceptions of education and schools but they quickly settle. Over a short period, their behaviour significantly improves and they display very positive attitudes to their learning. Classrooms are quiet and industrious, and this has a very positive impact on the students' progress.
- The students' behaviour outside the classroom is polite and courteous. Students show high levels of respect for adults and other students. They are very supportive to other students who may be upset or troubled. The school's records demonstrate a consistent decrease in incidents of unacceptable behaviour since the previous inspection. Exclusions are rare.
- The outstanding improvement in the students' behaviour and their attitudes to learning and adults in authority is a major strength of the school. Adults manage the students' behaviour exceptionally well. The students understand and subscribe to the school's procedures. They appreciate the positive encouragement they consistently receive to behave sensibly. Adults provide excellent role models. They ensure that each student receives a high level of pastoral support to promote a developing understanding of how to control their own behaviour.
- The school maintains detailed records of students' progress in behavioural, emotional and social well-being. These are used very effectively to target support where it is most needed, and to provide each student with structured emotional and behavioural care.

Safety

- The school's work to keep students safe and secure is outstanding. The students are closely supervised and the very small classes ensure that teachers know each student very well. As such, their well-being is closely monitored and intervention is quickly available if necessary.
- Safeguarding procedures are exceptionally robust and well organised. They are closely monitored by leaders and the management committee. Parents, staff and students agree that all students are safe and secure at the school.
- Through well-planned lessons on keeping safe and the dangers of gangs and drugs, for example, the students develop a very good understanding of how to keep themselves safe in different situations.
- Bullying is rare and students are confident that it would be dealt with quickly and fairly should it occur. Students understand the consequences of all forms of bullying, including that found on social media. The school's records show very few incidents.
- The attendance of the overwhelming proportion of students is above average and high for the type of school. There are a very small number of students on the school's roll who will not attend. This is despite the school's best efforts to organise support and encouragement both from within the school and by using a range of outside services, such as educational psychologists and the educational welfare team. This seriously affects these students' educational chances.

The quality of teaching is outstanding

- There has been consistent improvement in the quality of teaching since the previous inspection. Teaching is almost always at least good and there is a rapidly increasing proportion of outstanding teaching.
- Improvements in teaching are a result of the very regular and thorough checks by the senior team on all aspects of teaching and the students' learning. Any performance by teachers which does not meet the school's increasingly high expectations is quickly tackled, so that it improves rapidly.
- Adults in turn have high expectations of students. They consistently challenge students to do their best. Lessons are well planned to build on the students' previous knowledge. Teachers skilfully adapt their teaching to take account of students' differing abilities. This was seen, for example, in a history lesson in Year 9 where the teacher revised the students' knowledge of the life of Tudor monarchs. Through questions which were very well adapted to take account of the differing abilities of students, the teacher ensured that all students remembered and understood important facts and extended the students' understanding of how various incidents were related.
- There is excellent teaching in English and mathematics which enables students to make outstanding progress. Teachers ensure that students achieve well in improving their reading, writing and grasp of number. There are regular literacy lessons which reinforce the students' skills. Many students receive

further support through individual teaching in reading and mathematics. In almost every lesson and throughout the curriculum, students practise literacy and numeracy skills. Students proudly display their written work in each subject and write interesting accounts of visits to places of interest.

- Teachers mark students' work thoroughly. They give excellent written feedback in students' books about how well they have done and what can be done to improve further. This is complemented by individual discussions with students about making their work better. As a result, students know very well what they need to do to improve and this gives them motivation to make rapid progress.
- Groups are very small and teachers are able to give each student a high level of individual tuition and support. Students gain the confidence to make mistakes and so learn from them because they know they will be well supported.

The achievement of pupils

is outstanding

- Students generally have low starting points when they enter the school because of significant gaps in their education. Their attainment remains generally slightly below national expectations but they almost all make excellent progress. Many students in Years 8 and 9 make substantial gains which enable them to catch up with other mainstream students and to return successfully to mainstream education. They make particularly good progress in reading, writing and numeracy.
- Students in Years 10 and 11, who often remain for longer periods at the school, make excellent progress towards GCSE and Entry Level qualifications. There is no early entry for GCSE. Almost all students leave with a range of qualifications at the lower levels of GCSE, but which equip them to take up college places.
- The most-able students achieve well in English and mathematics GCSE courses, sometimes gaining A* to C grades. As a result of these qualifications and the substantial improvements in the students' motivation and attitudes to school, there are almost no students who do not go into further education or training on leaving school.
- By Year 11, the high proportion of disadvantaged students, through well-organised extra support, achieve as well as other students. There are very few students in number, however, because of the small size of the school and it would be inappropriate to comment on them individually. There are no gaps in their learning. They make significantly better progress than students in similar schools.
- The small proportion of students with additional special educational needs make excellent progress, comparable to that of other students, because of excellent support throughout their time in the school.
- Almost all students make exceptional progress in their personal development. The students develop positive attitudes to learning and a belief in their own abilities. This above all ensures that they achieve outstandingly well.

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	134366
Local authority	Redbridge
Inspection number	448032

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The local authority
Chair	Ronke Martins-Taylor
Headteacher	Cherie D'Abbro
Date of previous school inspection	8–9 March 2012
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