

# Redland Green School

Redland Court Road, Redland, Bristol BS6 7EH

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Achievement across the school, including the sixth form, is outstanding. Standards have been well above the national average across a wide range of subjects for some time and are being sustained for current pupils.
- The headteacher's leadership is fundamental to sustaining the high levels of performance. Her vision, commitment and drive to achieve the very best education for each pupil within the school are commendable.
- Leaders across the school share and support the headteacher's vision. Consequently, the school's ethos of 'Respect, Ambition and Responsibility' permeates throughout.
- Leaders' personalised approach to each pupil's growth and development forms a central part of their focus. This highly effective personal development has a profound impact on pupils' attainment.
- Most pupils make exceptional progress across a wide range of subjects. Leaders' plans are further improving the achievement of disadvantaged pupils and those who have special educational needs or disability where it is not yet as strong.
- Most pupils leaving the school are extremely well prepared for the next stage of their education, training or employment.
- Learners in the sixth form are highly articulate about their future plans. Many are successful at gaining places at the most prestigious universities.
- Staff have high aspirations and expectations for pupils. The professional relationships they form with their pupils are highly conducive to learning.
- Pupils are polite, mature and show a mutual respect for adults and each other. They display a strong sense of belonging and fully enjoy their time at the school. They are very proud to be a member of the school.
- Teachers' subject knowledge and passion for their subjects are used to engage most pupils exceptionally well in their learning.
- Learners in the sixth form benefit from highly personalised programmes of study, excellent teaching and other non-qualification activities. Learners are well prepared for their next steps.
- Governors know the school well and continually provide excellent challenge to senior leaders to improve the quality of education for pupils. Governors have a clear vision for the school's future direction.
- Adults provide high-quality additional support for vulnerable pupils beyond day-to-day lessons. However, information from these sessions is not routinely used by teachers to follow up pupils' learning in lessons.

## Full report

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

- Continue to raise the level of attainment and progress for disadvantaged pupils and for those who have special educational needs or disability by:
  - ensuring pupils in all year groups benefit fully from additional support
  - making sure teachers routinely use the information from the additional support to improve these pupils' progress further
  - regularly reviewing the impact of additional funding on improving the attainment and progress of these groups.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher fosters an aspirational, open and supportive community where pupils and staff show great pride and a strong sense of belonging to the school. Her vision and drive to improve both the achievement and the life chances of every single pupil is absolutely paramount. Leaders and teachers share this aspiration.
- Leaders know the school extremely well and are not complacent about the consistently strong results achieved by pupils. Leaders are quick to identify areas for further improvement with clear and strategic plans. Consequently, the school continues to go from strength to strength.
- The headteacher sets high expectations for teachers in the school and there are rigorous processes in place to manage the performance of teachers. Teachers are rewarded appropriately for their achievements and the headteacher robustly tackles any performance that is not good enough.
- Staff benefit from, and value, the comprehensive programme of training opportunities. The training is well matched to individual teachers' career points and aligned to the school improvement priorities. Teachers talk positively about how this training is helping with their career progression. Leaders have plans to improve and personalise training further for teachers, with a sharper focus on classroom practice; this is welcomed by the staff.
- Leaders provide a very broad and balanced curriculum that matches the pupils' interest and abilities well. A new curriculum approach in Years 7 and 8 is preparing pupils well with the skills, knowledge and understanding they will need for the new GCSEs. As a result, pupils are becoming increasingly more responsible for their own learning much earlier in the school.
- An exceptional range of opportunities offered outside of the classroom are all well attended and highly valued by both pupils and parents. Clubs and trips, including university visits, sports teams and the Duke of Edinburgh's Award scheme offer additional experiences for pupils to develop their skills and interests. Leaders have established further plans to ensure that enrichment activities are an entitlement for all pupils and integral to the school day.
- Highly effective and carefully planned opportunities are developing pupils' social, moral, spiritual and cultural understanding well. Lessons, a tutorial programme and theme days, that include outside speakers and visitors, are dedicated to studying specific topics for all year groups. Pupils are very responsive to the programme and are developing their knowledge and understanding of the role they will play as a responsible citizen in society.
- The impact and influence of the headteacher works beyond the school boundaries. The headteacher's leadership, as the chair of Bristol Association of Secondary Headteachers, has been instrumental in developing city-wide solutions to increasing the number of high-quality secondary school places, particularly for the most vulnerable. Leading by example, she regularly admits pupils into the school who have not succeeded elsewhere, often resulting in their being successful.
- Leadership for pupils who have special educational needs or disability is effective. Leaders have raised teachers' awareness of individual pupil needs. As a result, the progress these pupils make is rising.
- Leaders make very good use of additional funding for pupils that need to catch up. This is additional government money to help pupils who enter secondary education with low levels of attainment. Leaders spend the funding on additional teaching programmes that are improving literacy and numeracy levels for these pupils. Most of them are catching up with their peers at a rapid rate.
- School leaders are taking effective action to improve further the achievement and life chances of disadvantaged pupils. Additional pupil premium money (funding for pupils eligible for free school meals or who are looked after by the local authority) is being spent well and leaders have refined their approach to be more holistic, looking at everything the school does for these pupils. Most pupils across most year groups are beginning to make more progress in their learning. Leaders do not, however, evaluate the impact of this funding regularly and in depth to determine its best use.
- **The governance of the school**
  - The governing body is well informed and knows the school's strengths and weaknesses. Governors have a broad skill set and provide increasing levels of challenge to school leaders.
  - Governors share the headteacher's vision. They are aspirational for the future and have a full commitment to continually improving the quality of education for all pupils, specifically for those who are disadvantaged.

- Most governors are aware of how the additional funding for disadvantaged pupils is spent. However, not all are knowledgeable enough about the impact this funding is having on improving these pupils' achievement.
- The arrangements for safeguarding are effective. Staff at all levels show a real vigilance and awareness about different aspects of safeguarding. A real culture of shared responsibility for keeping pupils safe permeates the school.

## **Quality of teaching, learning and assessment is outstanding**

- Teachers' expectations and aspirations for pupils, regardless of background or starting point, are fundamental to their successes in every aspect of school life.
- Using their strong subject knowledge and passion, teachers engage pupils well. Consequently, most pupils are inspired to learn and make exceptional progress.
- Teachers use questioning effectively to challenge pupils to think harder and deeper about their learning. The carefully considered questioning draws out pupils' knowledge and enables them to talk confidently about their work with teachers and peers.
- Regular checks on pupils' understanding and teachers' good use of time in lessons contribute well to pupils' rapid progress. Teachers offer clear guidance to pupils on how to improve their work in many different forms. Guidance is highly valued by pupils and contributes well to the rate of progress most pupils are making. Pupils in languages were able to articulate clearly the impact regular feedback was having in preparing them well for the imminent speaking assessment.
- Teachers know their pupils exceptionally well and are able to engage them in effective learning. This is a particular strength and was evident in regular one-to-one discussions that inspectors saw routinely during visits to lessons. Pupils are able to explain clearly how these individual discussions are helping them to move their learning forward quickly.
- Most pupils show positive learning habits. Teachers have increased their expectations for pupils to take greater responsibility in improving their own learning. Most pupils have welcomed this challenge. For example, pupils were taking greater ownership in planning their independent study on their areas for improvement following feedback in mathematics. Pupils talk positively about the impact these higher expectations are having on sustaining their progress in a number of different subjects.
- The additional and highly personalised support for vulnerable individuals outside of the classroom is impressive. Pupils who are disadvantaged or have special educational needs or disability are progressing well overall but not as quickly as others within their lessons. Teachers do not use the detailed information from these sessions well enough when the pupils return to their lessons; this limits the impact these sessions have on pupils' progress.
- The most-able pupils, who constitute a large majority of the school population, are challenged well. As a result, their progress continues to rise.
- The language and oracy skills of pupils are developed well. Teachers emphasise literacy and numeracy skills development in subjects across the curriculum. This focus is a contributing factor in pupils' consistently strong achievement.
- Reading, writing and communication are consistently developed in all subjects. Teachers focus on improving pupils' reading effectively. Pupils are encouraged to read and use subject-specific terminology; they do so with confidence. For pupils who started the school with lower reading ages, intensive support is rapidly increasing their progress.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- A relentless focus on pupils' personal development underpins every aspect of school life. A culture of care, support and respect is nurtured through a well-established tutoring system. Pupils speak highly about the acceptance of every person at the school despite background, belief, faith or sexuality. For example, Year 11 pupils have set up an equalities group. Many pupils and staff wear a rainbow ribbon to show support for its work. The group organises events to raise awareness and acceptance of various

issues such as sexuality and women's rights. Year 9 pupils are now being trained to take on the leadership of this group as older pupils move into the sixth form.

- Pupils are very well informed about how to look after themselves and keep themselves safe. They show an excellent understanding about their health and well-being, are astute about the dangers of extremism and know how to keep themselves safe online. Pupils' confidence and awareness result from excellent teaching.
- A clear understanding about different types of bullying is evident among pupils. They report that bullying incidents rarely happen and, when they do, they are dealt with effectively by members of staff.
- Pupils value their education and attend well. For a very small number of pupils, attendance is lower than the national average; leaders are working effectively to improve this. Consequently, the attendance for those pupils is rising.
- Pupils have high aspirations for themselves. They are very well informed and confident about making decisions for their next steps after leaving the school. Highly effective careers guidance, mentoring and coaching are helping pupils to develop their wider skills and consider the different career paths open to them. For example, the 'Future Brunels' regular coaching sessions after school support pupils in considering university. Strategies such as these have resulted in an increased level of engagement, aspiration and achievement across the school, particularly for the disadvantaged pupils.
- The wider pastoral care for pupils' welfare is a real strength. Staff go the extra mile to ensure that all pupils feel well supported. A personal approach is taken by staff to reduce any barriers that may stand in the way of a pupil's success. For example, there is additional support for the increasing complexities some pupils may experience with mental health. The result of this care has led to an improved level of pupil engagement in learning, including in the sixth form.
- Pupils are exceptionally well prepared for the role they will play as responsible citizens in society. Pupils say they feel they are treated as adults and expected to take responsibility for their actions. In addition, numerous opportunities are offered to pupils to take up leadership roles, including the role of a prefect, leading a club and peer mentoring. These opportunities are valued and contribute well to increasing pupils' confidence and responsibility for their role within the school.
- The wide range of clubs and activities are well attended. Pupils benefit hugely from these opportunities which develop their social skills and independence further. Many parents and pupils echo the value of these and cite them as a contributing factor in the pupils' excellent achievement.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct around the school site is exceptional. They move in an orderly and pleasant manner around the school.
- Pupils are really proud to be a pupil at Redland Green; staff are proud to work at the school. Pupils take exceptional care of the site and its surroundings. They treat each other with great respect and a mutual appreciation is felt between teachers and pupils, creating a 'we are in it together' feel. A very calm and harmonious atmosphere is felt throughout the school.
- Most pupils show a positive attitude to learning. They are well prepared and equipped for learning and are highly motivated to take increasingly greater responsibilities for their learning, both in and out of school. This is characterised by the effective learning habits of pupils.
- Pupils value their education and say that they enjoy school. Very few pupils miss days at school, including in the sixth form. Pupils value good attendance as part of their wider preparation for life after school. For a very few that are persistently absent, staff are taking every opportunity to improve their attendance.
- The number of fixed-term exclusions at the school is low. For a small number of pupils this has historically been high, but has reduced rapidly for current pupils.
- The small number of pupils who are educated away from the school attend and behave well.

### Outcomes for pupils

### are outstanding

- Pupils who have left the school over the past three years have achieved significantly above the national average across a large number of subject areas.
- Leaders' information on current pupils shows that this high level of achievement is being sustained. This is evident in all year groups and across all subjects, including English and mathematics. The progress current pupils are making from their different starting points is much higher than the national averages.

- Achievement is particularly high in mathematics, English, science and humanities. The achievement for current pupils in languages is much improved.
- The gap in achievement between disadvantaged pupils and other pupils, historically, was too wide. Information for current pupils shows this gap is closing. In most year groups, current pupils are predicted to achieve above the national average in a wide range of subjects including English and mathematics. Additional personal support is helping these pupils to raise their aspirations and develop good learning habits. For example, some pupils have successfully applied to attend a summer school at Oxford University. However, for a small number of current Year 9 pupils, the rate of progress in mathematics and English is not rising quickly enough. Leaders have clear plans in place to monitor and support the improvement of this group closely.
- Historically, girls' achievement has been higher than boys. However, the achievement gap in 2015 was much smaller and remains the case for the current pupils. This was evident in the books seen in lessons.
- The progress made by the most-able pupils is well above the national level. These pupils achieve well from their starting points and are supported effectively to develop their interests for future career aspirations. Furthermore, many of these pupils progress to the more prestigious universities.
- The achievement of pupils who have special educational needs or disability is rising. High-quality support and small-group teaching from additional staff is assisting them well in their learning. The school is aware that a clear focus on this group needs to be sustained.
- Pupils read fluently and articulately across the curriculum. Pupils in Years 7 and 8 who started the school with low reading levels are improving well. Teachers encourage regular dialogue about learning with and between pupils during lessons. This was seen in a number of different lessons and is a real strength of the school. Consequently, pupils speak more confidently and competently, using some key words and terminology in a range of subjects.
- A small number of pupils are educated at locations other than the school. They are achieving similarly to other pupils given their start points. The qualifications they achieve are preparing them well for the next stage of their education, training or employment. In a small number of cases, pupils are successfully reintegrated into mainstream school.

## **16 to 19 study programmes**

## **are outstanding**

- The overall achievement of learners in 2015 was above the national average for both academic and vocational courses. Learners from a range of different starting points, across a wide range of subjects, achieve well.
- Sixth form leaders have a clear and precise understanding of the strengths and weaknesses within the provision. They quickly and effectively develop strategic plans for improvement and implement them, continually striving for further improvement.
- The sixth form offers a broad curriculum with a range of different courses due to the strong partnership with Cotham School. Subjects are taught across the two schools, which enables learners to have a broad range of subject choices.
- A highly effective range of non-qualification activity is offered to all learners. This is personalised for each learner dependent on their interests, aspirations and needs. Examples of these activities include leadership and mentoring of younger pupils, sports participation and volunteering. These activities are instrumental in developing learners' confidence, knowledge and wider employability skills.
- The quality of teaching, learning and assessment, across a large majority of subjects, is highly effective. Detailed analysis of learners' work, by a number of teachers, is helping teachers well to reshape and personalise learning activities. Consequently, learners act to improve their learning and many make rapid progress. In a small number of cases where teaching is not as effective, leaders are quick to identify, challenge and support improvement.
- A small proportion of learners follow a vocational pathway and achieve well. These courses are closely matched to the needs of the learners who follow them. Many achieve at least in line with other learners nationally who have the same starting points.
- Learners are very motivated, have high aspirations and attend well.
- Leaders are rigorous in their monitoring of learners' progress. They act swiftly to identify and support any learners that fall behind with effective strategies to ensure they catch up. Learner achievement and retention rates continue to rise.

- Learners value the additional opportunities they are offered. All are offered the opportunity to participate in work experience. Learners talked about how this helps them to choose a career path. Many learners take every opportunity to participate in the wider life of the school.
- Learners use their independent study time efficiently. They say the school supports them well to develop their independence; this is an aspect of the school's work that learners value.
- Learners are exceptionally well prepared for the next stage of their education, training or employment after the sixth form. They are very confident about the choices they are making and feel fully informed about the range of options open to them. Learners speak particularly highly about the annual event called 'Futures 18' held at the school, a week-long event where learners get extensive opportunities to work with local employers to develop their employability skills.
- The number of learners that stay on in Year 13 is high. Rates have increased over the past two years as a result of closer monitoring, additional emotional support and advice for learners. The vast majority of learners go on to study at university while others are successful in gaining training or work opportunities.
- Most learners who enter the sixth form have already achieved a grade C in English and mathematics. For the small number who have not, regular and effective teaching is in place to prepare them to retake their examination when they are ready. The success rate for the learners that have already taken their examination this year is high.

## School details

<b>Unique reference number</b>	138855
<b>Local Authority</b>	Bristol
<b>Inspection Number</b>	10018956

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1,383
<b>Of which, number on roll in 16 to 19 study programmes</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lawayne Jefferson
<b>Headteacher</b>	Sarah Baker
<b>Telephone number</b>	01173 533200
<b>Website</b>	<a href="http://www.redlandgreen.bristol.sch.uk">www.redlandgreen.bristol.sch.uk</a>
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<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Redland Green School is a larger-than-average secondary school. The school became an academy in October 2012 in partnership with the sixth form, formerly known as Redland Green 16–19. The provision for the sixth form currently works in a formal partnership with Cotham School. The joint provision is known as the North Bristol Post-16 Centre.
- The school shares the site with Claremont Special School.
- Most pupils are from White British backgrounds. The proportion of pupils who are eligible for support through the pupil premium funding is below the national average. This is additional government funding to support pupils who are eligible for free school meals and those who are in the care of the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average. The proportion with a statement of special educational needs or an education, health and care plan is slightly above the national average.
- The school is working with the local authority in Bristol to further improve and develop the city-wide provision for high-quality secondary education, particularly for the most vulnerable pupils.
- The school's headteacher is currently supporting other headteachers in the city through her leadership of the Bristol Association of Secondary Headteachers.
- The school uses alternative providers for a very small number of pupils: Bristol Hospital Education Service, Bristol Gateway School, The Park Community Centre and South Gloucester and Stroud College.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.



## Information about this inspection

- Inspectors observed learning through short visits to lessons, looking at pupils' work and in 35 part lessons across a wide range of subjects and year groups. Many of the lessons were observed jointly with leaders from the school. Inspectors also observed tutorial sessions.
- Discussions took place with the headteacher, a representative from the local authority, other leaders in the school, various members of staff and five governors, including the chair of the governing body.
- Inspectors scrutinised a wide range of documentation, including: the school's self-evaluation; the improvement plan; minutes of meetings; external reviews and reports; records of leaders' monitoring of the quality of teaching; assessment and tracking information for current pupils; and behaviour and attendance data.
- Inspectors reviewed safeguarding records, policies and procedures.
- Inspectors spoke to many pupils from all year groups about their experience at the school. During lessons, they looked carefully at the quality of pupils' work and the accuracy of the school's assessment information.
- Inspectors took into account the 232 responses from Parent View (Ofsted's online survey), 137 responses from pupil questionnaires and 101 responses from staff questionnaires.

## Inspection team

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