Redmoor Academy

Wykin Road, Hinckley, Leicestershire LE10 0EP

Inspection dates	15–16 November 2017
Overall effectiveness	**Requires improvement**
Effectiveness of leadership and management	**Requires improvement**
Quality of teaching, learning and assessment	**Requires improvement**
Personal development, behaviour and welfare	**Requires improvement**
Outcomes for pupils	**Requires improvement**
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils are not making enough progress. It varies between subjects and year groups. Leaders have not overcome a legacy of weak achievement rapidly enough, especially in mathematics.

- Teachers have not adapted their practice swiftly enough to meet the challenges of the new curriculum. New approaches are not fully in place.

- Teaching and assessment policies are not applied consistently well. As a result, the quality of teaching varies between subjects.

- Teachers do not set work for pupils that is consistently well matched to their needs and abilities. It often lacks challenge, particularly for the most able pupils.

- The school's system for assessing pupils does not provide the information needed to plan future learning and accelerate pupils' progress.

- Low-level disruption sets in when pupils do not have appropriate work to do. Teachers' management of pupils' classroom behaviour has improved, but remains inconsistent.

- Subject leaders are not yet fully skilled in checking pupils' attainment and progress and the quality of teaching. They do not use this information well enough to improve teaching.

- Additional funding has not been used effectively enough. Disadvantaged pupils do not achieve as much as other pupils.

- The local governing body had been slow to challenge weak leadership. Recent changes have brought more rigour to its work.

The school has the following strengths

- The headteacher leads with moral purpose, drive and determination. He is assiduous in his pursuit of excellence for all pupils.

- Staff morale is high. They feel secure and valued by school leaders.

- Recent changes to governance and the leadership team have helped to improve the pace of change.

- Arrangements for pupils' personal development and welfare are good. There is a strong focus on developing pupils' health and well-being.

- Pupils feel safe in school. Their behaviour at social times and in most lessons is good. Safeguarding procedures are effective.

- Pupils' spiritual moral, social and cultural development is enhanced by learning in lessons and other activities.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that it is consistently good in all subject areas by ensuring that teachers:
  - consistently apply the school's policies for teaching, learning and assessment and for behaviour management
  - pitch work at a more demanding level so that pupils, particularly the most able, make faster progress
  - match teaching, additional interventions and resources more closely to the needs of disadvantaged pupils
  - work with staff in partner schools to enable teachers and pupils to see examples of inspiring, high-quality work.
- Strengthen the effectiveness of leadership and management by:
  - ensuring that leaders and the governing body check the progress and impact of improvement plans more regularly and more effectively
  - implementing curriculum changes and lesson routines effectively across all subjects to eliminate variability
  - developing the skills of subject leaders in checking pupils' attainment and progress and developing the quality of teaching so that teaching becomes good in each subject
  - working with improvement partners to share good practice and build the capacity of leaders at all levels to secure further improvement
  - ensuring that leaders and the governing body evaluate the full impact of additional funding on achievement and attendance, particularly of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management	Requires improvement

- The school's self-evaluation and plans for improvement show that leaders and the governing body are tackling issues of underachievement and slow progress among pupils. They do not, however, place enough emphasis on making sure the school's pupil premium funding makes a difference to the quality of teaching and the progress of disadvantaged pupils.

- Leaders' strategies to support disadvantaged pupils have not been wholly effective. Their actions to help disadvantaged pupils who were falling behind in Year 11 were often too late. Leaders' work to support pupils and their families before they start at the school and in the lower years is not as effective as it could be.

- The impact of Year 7 catch-up funding is not clear. Interventions are not always evaluated to show how much progress pupils have made.

- The funding for pupils who have SEN and/or disabilities is now beginning to be used more effectively. Leaders have undertaken a full review of the school's provision for pupils who have SEN and/or disabilities. They recognise that that some pupils' needs are not currently identified correctly and that some of these pupils do not make good progress in their learning.

- Professional development programmes for staff reflect the school's priorities. Feedback from staff suggests that this programme is meeting their needs. Previously, however, performance management targets lacked precision. This meant leaders had not robustly held teachers to account for the progress of their pupils.

- Leaders have only recently made clear the links between the quality of teaching and the progress that pupils make. Subject leaders do not use these new systems consistently to accelerate the progress of all pupils, particularly those who are disadvantaged and the most able.

- Leaders have put in place a strong and purposeful system for managing behaviour in school. Other staff, however, do not use this consistently in lessons. The majority of pupils behave in an orderly manner around school.

- Leaders understand their school well. They accurately evaluate its effectiveness and develop plans for improvement that are relevant and ambitious. Leaders themselves recognise that they have much still to do, despite the rapid improvements that they have already made.

- Historically, the curriculum did not meet pupils' needs. It did not prepare them effectively for life in modern Britain. The headteacher and other members of the leadership team have tackled this issue successfully. Pupils have access to relevant vocational qualifications, the English Baccalaureate and a full range of academic qualifications. The curriculum is broad and balanced. It takes into account pupils' needs and aspirations. Pupils are now able to move on confidently to suitable employment, education or training.

- Extra-curricular provision is strong. Last year, significant numbers of pupils attended extra-curricular clubs, activities and trips. Leaders check pupils' participation

methodically to ensure that there is full engagement in these activities.

- Ongoing training for staff is appropriate. Staff value the opportunities afforded to them. The subject leaders for mathematics and English are involved in local networks. Many staff are also examiners in their subjects. This means they know and understand their new GCSE qualifications.

- Leaders have set realistic targets for pupils in key stage 4. Processes are in place to analyse pupils' progress and set up extra help when they are at risk of falling behind. Pupils are now making faster progress because of this.

- The school provides effective opportunities for pupils to develop their spiritual, moral, social and cultural understanding. Through external visits, the curriculum and assemblies, pupils consider other cultures, religions and beliefs. In an assembly to Year 9, inspectors observed pupils learning about the different types of bullying and its impact on others' feelings.

- Leaders promote a secure understanding among pupils of fundamental British values. They understand the issues in the local area that may affect people's opinions. Pupils recognise the need to respect all people, including those who are different from themselves.

- Senior leaders have introduced new systems to check the quality of teaching and the progress that pupils make. These systems are helping senior leaders to make sharper judgements about the quality of the school's provision. The systems are also allowing leaders to take action to introduce improvements where teachers' performance is below the new, raised expectations.

Governance of the school

- Governors now have a better understanding the responsibilities of the governing body than they did. They are ambitious for the well-being and outcomes of pupils. They recognise that better outcomes and attendance for disadvantaged pupils are priorities.

- The governing body has recently elected a new chair. Additional governors are being recruited to provide a more comprehensive range of skills and work-related experience. This is helping the governing body to fulfil its duties more effectively than was the case previously.

- Governors have a clear understanding of the strengths of the school and areas requiring improvement. They know where teaching and leadership are weakest, for example. They recognise that pupils, especially the most able pupils, are not consistently receiving enough challenge in lessons.

- Governors have recently undertaken training to help them analyse information and challenge school leaders about the school's performance more effectively. Records of recent meetings of the governing body show they have the capacity and confidence to challenge leaders, leading to improvements at the school.

Safeguarding

- The arrangements for safeguarding are effective.

- Leaders maintain accurate and up-to-date safeguarding records. They use systematic procedures to check the backgrounds of staff and volunteers when they are appointed.

- There is an effective culture of safeguarding at the school. Staff are trained regularly and in the right areas. They are vigilant in identifying potential risks to pupils, such as sexual exploitation or radicalisation.

- Safeguarding leaders are sensitive to the needs of their pupils. When they have a concern about pupils' welfare, leaders provide effective support. They work closely with parents and external agencies to ensure that pupils receive the support that they need.

- Safeguarding leaders are quick to identify any issues in the local area that may affect their pupils' well-being. They take effective action to bring such issues to the attention of the staff and the pupils. This enables pupils to know how to keep themselves safe.

- Records of safeguarding concerns are detailed. They ensure that all leaders know the support that pupils who are experiencing difficulties have received. They show that safeguarding leaders respond quickly to safeguarding concerns. They follow up rigorously the work that they undertake to check on pupils' welfare.

- Pupils said that they feel safe at the school. They said that there was someone that they could speak with if they have a concern. They are confident that adults will listen to them and take effective action to support them. Pupils are taught how to identify dangers and stay safe online.

- Many of the pupils, staff and parents who expressed a view through the online surveys agreed that the school is effective in keeping pupils safe.

Quality of teaching, learning and assessment   Requires improvement

- Inconsistent teaching in different subjects and year groups means that pupils do not make consistently good progress. As a result, pupils' achievement varies across subjects and year groups.

- Teachers do not routinely use information about what pupils have already achieved to plan the next steps in learning for these pupils. Strategies to support disadvantaged pupils are not clear enough. Teachers' expectations of what the most able pupils can achieve are too low.

- Teachers' planning for learning does not regularly take account of the needs of pupils, particularly the most able. Some teachers do not demonstrate to pupils how tasks should be done. As a result, some pupils struggle with new concepts.

- In these situations, pupils become involved in low-level disruption. Some teachers do not use the school's approaches to behaviour management effectively. This slows pupils' progress.

- The school has clear expectations of the promotion of literacy skills; however, opportunities for pupils to do more extended pieces of writing to develop their literacy skills even further was not evident across the curriculum.

- The school's homework policy is not applied consistently and consequently does not always support learning in class.

- Pupils demonstrate resilience when the work is challenging. Teachers in a physical education (PE) lesson and in a science lesson, for example, encouraged pupils to tackle harder tasks and gave them strategies to help them when they became stuck.

- Teaching in English is effective. More pupils are making better progress in lessons than in the other core subjects. Teaching in French is a strength. During the inspection, lower-ability pupils in Year 7 were actively engaged and making strong progress because the teaching was highly effective.

- Most teachers ensure that pupils have good standards of behaviour and attitudes to learning. Consequently, many pupils usually take care over the presentation of their work, bring the correct equipment and behave well.

- Some pupils have wide gaps in their knowledge, skills and understanding. These are the result of poor-quality teaching in the past. Leaders recognise this issue and have developed effective strategies to fill these gaps through targeted support and intervention.

- Relationships between adults and pupils are strong. The headteacher and other leaders has established a positive climate for learning in which pupils can achieve well.

- Teachers have secure subject knowledge. They are now developing a much stronger understanding of the requirements for the new GCSE examinations. Questioning is a strong feature in some lessons and helps pupils demonstrate what they know, understand and can do.

- Termly reports for each year group provide parents with accurate information about progress their children are making. Leaders are looking to improve the current reports further.

- Pupils show extremely positive attitudes when given clear tasks or when teaching excites and engages them. For example, pupils in a drama lesson were given the responsibility to act as leaders, give advice and to support other pupils in the class to improve their performances.

| Personal development, behaviour and welfare | Requires improvement |

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- The school uses a range of approaches in tutor-time activities and lessons to prepare pupils for life in modern Britain.

- Pupils now have the opportunity to access careers advice, information and guidance that help them to prepare well for their next stage in education. An extensive series of events provides pupils with impartial and specialist advice from Year 7 to Year 11.

- The majority of pupils and parents say that incidents of bullying are rare and leaders deal with it quickly and effectively when it does occur. Pupils talked positively about the school's efforts to develop their emotional and mental health.

- Pupils are highly engaged in school life. The wide range of sporting, music and drama opportunities is valued by students. School records show that good numbers of pupils participate. During the inspection, a pupil in Year 11 asked to see the inspection team

to share his very positive views about this aspect of the school's provision.

■ Pupils' attitudes to learning are generally positive. They bring the right equipment to lessons and present their work in books neatly. They recognise the steps the school is taking to improve their education. For example, several pupils in Year 11 expressed their appreciation of the additional classes the school is providing to help support them.

Behaviour

■ The behaviour of pupils requires improvement.

■ Pupils mostly behave well, particularly when teaching actively engages them in their learning and they pursue challenging topics in greater depth. Too often, however, learning does not engage them and they coast or cause low-level disruption that affects the learning of others. Teachers do not always manage these situations well.

■ In other respects, pupils are polite, courteous and conduct themselves well at all times. They engage with adults and each other in a friendly manner. Pupils take pride in their appearance.

■ The atmosphere is calm around the school during social times and between lessons. Pupils enter and leave the school site at the beginning and end of the day safely and responsibly. Staff supervision is a responsibility for all members of staff, including support staff, and, as a result, supervision is visible and effective.

■ As a result of focused, relentless and effective action by the school, attendance has improved and is now in line with the national average. Some pupils who have been persistently absent in the past now attend more regularly. The attendance of disadvantaged pupils, however, is too low. Pupils come to school ready to learn, are punctual and come with the right equipment.

■ Leaders make regular checks on the attendance and behaviour of pupils who are educated in alternative provision to ensure that these placements are going well.

Outcomes for pupils	Requires improvement

■ Pupils' progress varies too much between subjects because the quality of teaching is inconsistent.

■ The most able pupils are not making the progress they should. In many lessons, pupils are set work that is too easy to help them to achieve the highest standards. The most able pupils have not been stretched in the past and this has led to a legacy of slower progress. These pupils are now making better progress in key stage 4, but the picture remains too varied. In lessons, and in books, these pupils are not routinely challenged to achieve highly.

■ Attainment at the end of Year 11 across a broad range of subjects, including English and mathematics, was significantly below the national averages in 2017. The school's own data suggests improved standards in 2018.

■ Records provided by school leaders show that more pupils are now learning at a faster rate. Their attainment has risen, especially in English and Mathematics. This, however, is not always the case and attainment and progress remain inconsistent across subjects

and year groups.

- The achievement of disadvantaged pupils was significantly lower than that of others nationally in 2017. Information provided by school leaders suggests that the attainment of disadvantaged pupils who will take their examinations in 2018, and others who are currently in school, is improving. Although the differences between these pupils' progress and that of others are narrowing, these improvements are inconsistent.

- Pupils attending alternative provision make good progress related to their behavioural and learning needs.

- A thorough review of pupils' books confirms that current pupils are making faster progress. Significant changes to staffing and teaching initiated by leaders are beginning to raise standards, particularly in key stage 4.

- As a result of improving provision and stronger monitoring, pupils who have SEN and/or disabilities are making improved rates of progress.

- In 2017, standards in GCSE examinations in philosophy, French and history were above the national averages. The proportion of pupils in Year 11, including those who are disadvantaged, who move on to appropriate further education, employment or training is above the national average.

School details

Unique reference number	137968
Local authority	Leicestershire
Inspection number	10036055

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	924
Appropriate authority	Board of trustees
Chair	Chris Kealey
Headteacher	Matthew Nicolle
Telephone number	01455 230731
Website	www.redmooracademy.org/
Email address	office@redmooracademy.org
Date of previous inspection	5–6 June 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Redmoor Academy is an average-sized secondary school.
- Since the previous inspection, there have been a number of staffing changes. The school has recently recruited a new leadership team and several new middle leaders.
- Most pupils are from White British backgrounds and the proportion from minority ethnic backgrounds is below average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of disadvantaged pupils is below the national average.
- The school does not meet the government's current floor standards, which are the

minimum expectations of pupils' attainment and progress at the end of key stage 4.

- A small number of pupils are educated off site at the Willow Bank Day School.

Information about this inspection

- Inspectors observed pupils learning in 37 lessons. Some of these lessons were jointly observed with senior leaders.
- Discussions took place with a range of school staff and members of the governing body, including its chair.
- The inspectors met with groups of pupils and informally with them in lessons and around the school. They observed pupils in tutor time, social time and one assembly.
- Inspectors listened to pupils in Years 7 and 8 read.
- Inspectors scrutinised a number of school documents relating to behaviour, school improvement, pupils' attainment and progress, teaching, learning and assessment, and governance.
- The school's child protection and safeguarding procedures were also scrutinised.
- The 106 responses submitted by parents to Ofsted's online survey, Parent View, were taken into account. The responses from 42 staff and 29 pupils to online surveys of their views were also taken into account.

Inspection team

Ash Rahman, lead inspector	Ofsted Inspector
Gulbanu Kader	Ofsted Inspector
Christine Staley	Ofsted Inspector
Mark Henshaw	Ofsted Inspector

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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