

Redruth School

Tolgus Vean, Redruth, Cornwall TR15 1TA

Inspection dates

12–13 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads this school with passion and determination. He has gained the respect of pupils, parents and staff because he models good relationships well and leads by example.
- Pupils' attainment measured across eight GCSE subjects is above average and has been consistently so for the last three years.
- Pupils' progress in GCSE mathematics is strong. Many pupils, especially the most able pupils, attain well because they are stretched and challenged by teaching in this subject.
- Low-ability pupils make good progress from their starting points. Teaching helps these pupils develop their literacy skills securely and so they learn well in a wide range of subjects. However, some pupils are not able to produce extended pieces of written work confidently.
- Teaching is well planned. As a result, most pupils gain new knowledge quickly. Teaching helps pupils consolidate their learning effectively and so they are increasingly able to remember ideas in each subject.
- Teachers assess pupils' work accurately. As a result, pupils know how they can improve. Nevertheless, some pupils, particularly boys, do not use this information well enough to improve their work.
- Pupils are attentive in lessons. Their respectful relationships with teachers make a significant contribution to their learning.
- Pastoral care is a strength of the school. Pupils are supported extremely well if they have social, emotional or mental health difficulties.
- Staff provide effective help to pupils who find it difficult to live up to the school's high expectations of behaviour. Staff help these pupils to modify their behaviour well.
- The school provides a programme of teaching about fundamental British values. However, some pupils' understanding of these values is not well developed.
- Pupils are proud to belong to this school. Their rate of attendance is consistently above average. However, a small minority of pupils are still persistently absent from school.
- The curriculum gives pupils a balanced experience across a range of academic and vocational subjects. Physical education is a strength. Many pupils take part in sports clubs.
- Senior leaders identify accurately strengths and weaknesses in the quality of teaching. Even so, the current system they use for analysing pupils' assessment data is not precise enough.
- Middle leaders have developed their leadership skills well. They ensure that teachers share good ideas systematically and so they have established consistently effective teaching in their teams.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievements by:
 - developing pupils' ability to put their ideas in order and so construct well-structured pieces of extended writing
 - ensuring that boys improve their work as consistently as girls, when they receive advice from their teachers.
- Improve pupils' personal development, behaviour and welfare by:
 - further developing the school's relationships with the parents of pupils who are persistently absent from school
 - raising pupils' awareness of fundamental British values.
- Improve leadership and management by establishing a sharper system for analysing data about pupils' attainment and progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher places emphasis on building respectful relationships at every level in the school. He is determined that all staff will follow his example and, consequently, relationships between staff and pupils are strong.
- Senior leaders form an effective team. They communicate well with each other, with staff and with parents and carers. The headteacher's vision of high achievement for all pupils is understood by the whole school community.
- Senior leaders make accurate evaluations of the quality of teaching across the school. They gather assessment information about pupils' attainment and progress effectively. They use this to plan further improvements. However, their system for analysing this information is not yet sufficiently precise.
- Middle leaders are enthusiastic about their work. They are committed to the task of continually improving the quality of teachers' practice. When teachers try new techniques, middle leaders make sure these are shared with other teachers. As a result, they ensure that the quality of teaching is consistently good across the school.
- Staff at all levels take part in formal and informal training programmes to improve their skills. They visit other schools in the region and nationally to gather new ideas. This leads to a culture where staff not only expect to be held to account for their performance, but also take responsibility for their professional development. Newly qualified teachers receive effective support as they begin their careers.
- Senior leaders keep the curriculum under review. They are swift to add new subjects when it is appropriate. For example, GCSE film studies has been introduced this year. The curriculum provides a suitable mix of academic and vocational programmes that meet the needs of pupils. Physical education is a strength in key stages 3 and 4. Year 10 and 11 pupils develop their leadership skills well through BTEC and GCSE qualifications in this subject.
- Senior leaders have carefully constructed the personal, social and health education programme to cover a suitable range of topics. However, this programme has not had sufficient impact on pupils' understanding of fundamental British values.
- Pupils take part in a wide range of extra-curricular activities. These include artistic and musical activities and many different sports clubs. The school has links with other schools worldwide, for example, schools in Russia and Japan. These links help pupils to look beyond their immediate surroundings.
- Pupils' spiritual, moral, social and cultural development is supported well in the curriculum and through a programme of assemblies. For instance, pupils' cultural awareness is promoted well in art. Many examples of pupils' good-quality artwork are displayed around the school.
- Senior leaders have responded to the fall in disadvantaged pupils' progress in 2018 by renewing their efforts to ensure that these pupils are challenged to succeed in every lesson. Senior leaders account for the spending of additional funding for disadvantaged pupils well. They evaluate the impact of this funding effectively. Senior leaders have

changed their strategy for supporting these pupils. These changes are bringing the progress of this group back up to its previous high level.

- Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points because senior leaders use additional funding to support them wisely.
- The school uses funding provided for Year 7 pupils who need to catch up with literacy and numeracy skills effectively.
- Senior leaders are able to account for the unusually high numbers of pupils who leave the school between the start of Year 10 and the end of Year 11. Pupils leave the school for a variety of reasons, all of them legitimate. Senior leaders have an inclusive attitude to admissions. Many pupils join this school from other schools between Year 7 and Year 11.
- Staff believe that senior leaders are doing a good job. Parents agree with this sentiment. The overwhelming majority of parents who replied to the Parent View survey said the school is well led and managed. Almost all the parents who responded would recommend this school to other parents. The number of pupils on roll has risen significantly in recent years.

Governance of the school

- Governors are committed to raising the aspiration and achievement of pupils in the local area. Many of them have provided staunch support for the school over several years. The chair of the governing body leads it well. She encourages new governors to join and ensures that they are well trained to carry out their roles.
- Governors have a good understanding of their responsibilities, including their responsibility to safeguard pupils against the risk of harm. Senior leaders communicate with them effectively and so governors have a good understanding of the performance of the school. This places them in a strong position to challenge senior leaders and hold them to account for the progress of pupils. For example, they have recently assured themselves that senior leaders are using pupil premium funding efficiently to improve the progress of disadvantaged pupils. Governors oversee the use of Year 7 catch-up funding and additional funding for pupils with SEND well.
- The governing body recognises the financial challenges that the school faces. In recent years, it has kept effective control over spending, but, at the same time, worked constructively and successfully with senior leaders to maintain high-quality pastoral support for pupils. This has been a significant achievement.

Safeguarding

- The arrangements for safeguarding are effective. All policies and procedures are up to date and reflect the latest national guidance. Appropriate checks are made on all staff to make sure they are suitable to work with children. Senior leaders make safeguarding a priority. They fully meet their statutory responsibilities. They keep detailed records of any concerns that are raised by staff and any subsequent action that is taken.
- Senior leaders communicate well with social services and the police to maintain pupils'

safety. They are swift to bring in other agencies to help pupils at times of greatest need. They identify vulnerable pupils and keep a close watch on their welfare. Pupils receive early help where possible to try to avoid issues reaching crisis point.

- Pupils and their parents believe that the school keeps pupils safe and does all it can to reduce the risks they face. Staff are well trained. All staff know their roles in keeping pupils safe and know what actions to take if they have a concern about a pupil's welfare. Consequently, a strong culture of safeguarding runs through the school.

Quality of teaching, learning and assessment

Good

- Teaching is well organised and effective. Teachers have a good understanding of how to sequence learning. They introduce new ideas to pupils at the right time and at the right level of difficulty to help them learn well. Consequently, pupils gain new knowledge effectively.
- Teachers are adept at helping pupils to consolidate their knowledge. They give pupils time to recap on the concepts they have studied. Teachers identify pupils' misconceptions quickly so that gaps in pupils' knowledge can be filled.
- Teachers have high expectations of pupils' conduct. Pupils respect their teachers. They listen carefully to them and follow their instructions. Teachers' knowledge in their specialist subjects is strong. They demonstrate a good understanding of their subjects and this contributes well to pupils' confidence in their teaching.
- Pupils have a clear understanding of the progress they are making because teachers assess their work accurately. Teachers' feedback to pupils helps them to understand how to improve their work. Most pupils take this advice and use it wisely, but some, particularly boys, do not act on the advice and this limits the progress they make.
- Teaching promotes pupils' communication skills well. For example, teachers enhance pupils' speaking skills by ensuring that they practise the pronunciation of key words. Senior leaders provide training for teachers in this area.
- Senior leaders ensure that all teachers have timely and accurate information about pupils' individual needs. As a result of this good communication, teachers are aware of the particular barriers to learning faced by pupils with SEND. Teachers are able to adjust their teaching to suit pupils' individual needs and so this group of pupils is supported well and they make good progress from their starting points.
- Teachers understand the need to increase the level of demand for the most able pupils. They have responded positively to this challenge through several initiatives, for example through the introduction of the 'Leadership, Excellence and Accelerating Progress' (LEAP) centre. Consequently, the most able pupils are offered extra help before and after school. These initiatives, and increased challenge in lessons, are beginning to accelerate the progress of the most able pupils.
- Parents believe that pupils are well taught. They express great confidence in the school and its teachers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pastoral care is a real strength of the school. Pupils' individual social and emotional needs are understood well by staff. Staff are fully informed about which pupils are vulnerable and how they might be supported. For example, if a teacher has concerns about a pupil who is known to be vulnerable, the pastoral staff are informed straightaway and they take effective action.
- The school's awareness of the mental health needs of pupils is impressive. This is a 'trauma informed school'. Many school staff have received specialist training in supporting pupils with mental health needs through this programme. In turn, the school leads training for staff from a wide range of other organisations.
- Pupils wear their uniform well. They are proud of their school and this leads them to take pride in the quality and presentation of their work.
- Staff provide pupils with timely advice about their future careers. Pupils are aware of the range of possible career pathways when they leave school.
- The school places an emphasis on physical education. This makes a good contribution to pupils' physical health. Many pupils are involved in extra-curricular sporting activity. They are successful, and this feeds the pride they feel in the school.
- Pupils have positive attitudes to their learning. However, a small minority of pupils lack confidence in their academic ability. These pupils' expectations of themselves are not high enough.
- Pupils feel safe. They say that bullying is rare, but staff act quickly if any bullying does happen. As a result of the positive relationships between teachers and pupils, pupils know trusted adults they can talk to if they experience any problems at school.
- Teachers promote fundamental British values through a range of initiatives in tutor time, assemblies and other activities. Nevertheless, many pupils' understanding of the importance of these values is limited.

Behaviour

- The behaviour of pupils is good. Pupils respect each other's views and pay attention to their teachers. Typically, lessons proceed without interruption because low-level disruption is rare.
- Pupils' conduct around the school is polite and friendly. Pupils show good manners towards each other, staff and visitors. The school is an orderly environment. The headteacher sets an example to all staff and pupils by modelling courtesy and respect well.
- Teachers apply the school's behaviour policy consistently. Pupils understand the school's expectations of their behaviour. Where pupils find it difficult to meet these expectations, teachers help them to improve their conduct. The number of exclusions of pupils has historically been above average but is now falling.
- Senior leaders work tirelessly to promote the importance of good attendance. The rate

of pupils' attendance is above the national average. However, some pupils are still persistently absent from school. This hinders their learning.

- The large majority of parents who responded to the Parent View survey believe pupils are well behaved. Many parents commented about the positive relationships teachers have with pupils.
- The school has excellent relationships with local primary schools and the wider community. Pupils are supported particularly well when they transfer from primary school to secondary school.

Outcomes for pupils

Good

- Pupils make strong progress in most subject areas. Pupils have sound knowledge and understanding of the work they are doing in their lessons. This leads them to attain well in their GCSE examinations.
- Pupils make particularly good progress in mathematics and so they attain above-average GCSE results by the end of Year 11. The most able pupils achieve very well in this subject as a result of the high level of demand teaching places on them. Many of these pupils take further qualifications in mathematics during key stages 3 and 4.
- Pupils' progress in GCSE English is around the national average. However, the least able pupils make strong progress in English. This helps these pupils to achieve well across the school. The progress of this group of pupils measured across eight GCSE subjects is above the national average.
- Pupils develop their knowledge and skills well in physical education. Year 11 pupils achieve well in GCSE and BTEC qualifications in physical education.
- Pupils' progress in GCSE science and history in 2018 was not as strong as in previous years. Middle leaders have identified the reasons for this and are making improvements to teaching. Current pupils are making better progress in these subjects.
- Disadvantaged pupils' progress was better than the progress of other pupils nationally in 2016 and 2017. Last year, the progress of this group of pupils was not as strong. However, inspection evidence shows that disadvantaged pupils currently in the school are achieving well.
- Girls' progress is well above average. They are diligent and learn well in a range of subjects. However, boys' progress is not as strong. Some boys are not as focused on their learning. For example, when teachers give them advice about how to improve their work, they are less likely to follow it.
- Senior leaders have introduced several programmes to develop pupils' literacy skills, including initiatives to encourage pupils to read more. These efforts have been successful. Pupils' reading and writing skills are improving. Even so, pupils, especially in key stage 4, are not yet adept at synthesising their thoughts and planning extended pieces of writing.
- The most able pupils' progress in 2018 was around the national average for pupils with similar ability. Although they made strong progress in mathematics, their progress was not consistently as good across other subjects.

- Pupils who join the school with low levels of attainment in Year 7 are given extra help to improve their English and mathematics skills. As a result of the nurturing environment the school provides for these pupils, they settle into school life quickly and soon begin to catch up with their peers.
- A very small number of pupils from Years 10 and 11 attend off-site alternative provision to support their emotional or behavioural needs. Senior leaders monitor their progress closely and keep careful oversight of their well-being. These pupils are well cared for and they make sound progress from their starting points.

School details

Unique reference number	112054
Local authority	Cornwall
Inspection number	10084113

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

Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	1,047
Appropriate authority	The governing body
Chair	Mari Eggins
Headteacher	Craig Martin
Telephone number	01209 203 700
Website	www.redruth.cornwall.sch.uk
Email address	head@redruth.cornwall.sch.uk
Date of previous inspection	25–26 June 2015

Information about this school

- The school is an average-sized secondary school. It is designated as an 11 to 18 school, but it currently has no post-16 students on roll.
- The great majority of pupils are of White British heritage. The proportion of pupils with SEND is above average. The proportion of pupils who are eligible for free school meals is around the national average.
- An unusually high number of pupils left the school roll in Years 10 and 11 in 2017.
- A small number of pupils attend off-site alternative provision at Nine Maidens Alternative Provision Academy and Carrick Alternative Provision Academy.
- The school works with the organisation Trauma Informed Schools UK to provide training about mental health awareness for staff in local schools and organisations.
- The headteacher provides coaching in leadership skills for other headteachers in the area.

Information about this inspection

- Inspectors held meetings with the headteacher, senior leaders, middle leaders and newly qualified teachers. The lead inspector held a meeting with the chair and vice-chair of the governing body.
- Inspectors observed learning across all age groups and in a wide range of subjects. Many of these observations were conducted jointly with senior leaders. Inspectors spoke with children and pupils in their lessons and looked at the work in their books.
- Formal meetings were held with pupils from key stages 3 and 4. Inspectors also spoke to many pupils informally at break and lunchtime.
- Inspectors looked at a range of documentation including the school's review of its own performance, analysis of pupils' attainment and progress, minutes of governors' meetings, records of pupils leaving and joining the school, development plans and safeguarding documents.
- The lead inspector met with one parent. He held phone calls with a representative of the local authority and a representative of the HeadStart Kernow partnership programme that aims to support young people with mental health issues.
- Inspectors took account of 154 responses to the online questionnaire, Parent View, and 100 responses to the staff questionnaire. The lead inspector considered five letters from headteachers of local schools.

Inspection team

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Non Davies	Ofsted Inspector
Carol Hannaford	Ofsted Inspector
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Simon Rowe	Her Majesty's Inspector

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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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