

Inspection of a good school: Redden Court School

Cotswold Road, Harold Wood, Romford, Essex RM3 0TS

Inspection dates:

29 and 30 September 2021

Outcome

Redden Court School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspectors were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils are proud to attend this school. They say it is friendly, warm and safe. Pupils have respectful relationships with teachers. This makes it easier to learn. Pupils enjoy the school facilities. They particularly appreciate the new gym, science block and computing rooms.

The school offers a good range of clubs. These include sports and faculty-led activities. For example, in the arts faculty teachers offer drama, music, musical theatre and art clubs. Pupils can apply for many leadership opportunities such as pupil president, prefect, or junior leader. Pupils take on the roles of sports captains and peer mentors who support Year 7 pupils. Pupils' academic and extra-curricular achievements are celebrated through the house system.

Pupils' behaviour for learning is superb. They engage well in lessons and enjoy developing their knowledge through discussion. Bullying is rare, but if it happened pupils would speak to their head of year. Pupils are confident the issue would be dealt with quickly. They could also approach a member of the anti-bullying group which is led by fellow pupils.

What does the school do well and what does it need to do better?

Teachers are enthusiastic subject experts. They check pupils' understanding often. Pupils' work and attitudes to learning reflect teachers' high expectations.

Subject leaders sequence their plans so that pupils' knowledge builds over time. In physical education lessons, pupils can talk about what they need to do next to improve. In Year 7 rugby, pupils worked on different types of lateral passes, building on their prior knowledge of 'pop' passes. In history, Year 7 pupils learn about empire when they study

Elizabethan England, then again in Year 8 through the industrial revolution. Year 9 pupils recall this concept again through their study of the First World War.

Pupils remember their learning. In Year 10 geography, pupils could recall their study of rivers in Year 7. They applied this knowledge to their learning about waterfalls. In Year 9 history, pupils revisit the terms of the Treaty of Versailles. This prepares them for work on the Weimar Republic and the rise of the Nazi party. Pupils talked about key political words such as 'fascism' and 'communist'. They remembered these words from Year 8 when they read 'Animal Farm' in English lessons. One group of pupils discussed how far-right and far-left political beliefs 'meet in the middle'.

Teachers use assessment to inform and adjust their plans. Mathematics teachers have adapted the Year 7 curriculum because pupils missed time in primary school last year. Currently, lessons focus on basic functions like multiplication and division. In geography, teachers have identified that Year 11 pupils find the 'changing economic world' challenging. They have adapted the key stage 3 curriculum to introduce this topic earlier.

Provision for pupils with special educational needs and/or disabilities (SEND) is strong. Subject specialists teach some small groups of pupils with SEND in the school's inclusion centre. These pupils complete GCSE examinations in English language and literature, mathematics, science and two subjects of their choice. A primary specialist teacher provides effective phonics instruction to younger pupils who are learning to read.

Pupils have many opportunities to take part in personal development activities, including through curriculum subjects. For instance, in Year 7 English lessons, pupils consider mental health while studying Shakespeare's play 'Hamlet'. Pupils enjoy the new personal, social and health education (PSHE) curriculum. This is well sequenced. It includes religious education and citizenship studies. While the range of extra-curricular activities is good, it could provide a broader range of experiences.

The next step is for leaders to ensure that these are more coherently planned. This will help all pupils to better develop their talents and interests.

Pupils are well supported in preparing for their next steps. Year 10 pupils completed a virtual work experience last year. Guest speakers from local colleges and sixth forms regularly talk to pupils about apprenticeships, sixth form and college. All pupils have a careers interview. The school has invested in an online platform to further develop careers education in the younger years.

Staff say that leaders take account of their well-being. Teachers' workload has been made more manageable, for example through rationalising formal assessment and reporting. The trust provides training and leadership opportunities for staff at all stages of their careers. They have become middle and senior leaders in the school as a result.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise potential safeguarding concerns. They have had recent training on the latest government guidance, including peer-on-peer abuse. The safeguarding team has created a culture of 'it could happen here'.

Mental health has become a concern since the COVID-19 (coronavirus) pandemic. Leaders have employed extra counsellors to support pupils. Heads of year have received training on mental health awareness.

The safeguarding team refers cases to the local authority in a timely way. Leaders are tenacious in following these up. They work effectively with the police when necessary. The safeguarding team carries out all appropriate checks on staff.

Pupils know how to keep themselves safe. They learn about topics such as consent in PSHE lessons. Teachers revisit these in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff provide a range of extra-curricular clubs and activities that reflect pupils' existing interests. However, these could offer more opportunities to broaden pupils' skills and to explore new experiences. Leaders should widen the range of extra-curricular activities to offer pupils perspectives beyond what they already know. This will ensure that opportunities to develop pupils' talents are of exceptional quality.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	137396
Local authority	Havering
Inspection number	10200041
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	N/A
Number of pupils on the school roll	973
Of which, number on roll in the sixth form	N/A
Appropriate authority	Board of trustees
Chair of trust	Joanna Wilkinson
Headteacher	Anthony Henry
Website	www.reddencourt.havering.sch.uk/
Date of previous inspection	20 September 2016

Information about this school

- There has been a change of headteacher since the last inspection.
- The school includes a specially resourced provision for pupils with SEND. This is for pupils with autism spectrum disorder. Twelve pupils attend.
- The school caters for 59 pupils who have education, health and care plans. These are for moderate learning difficulties, speech, language and communication needs and autism spectrum disorder.
- Leaders make use of two registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and senior leaders. They also met with the chief executive, the chair of trustees and members of the local committee.
- The inspection team carried out deep dives in these subjects: geography, history, mathematics, and physical education. Inspectors looked at curriculum plans, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Through discussions with leaders, trustees, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- Inspectors met with pupils in single-sex groups to discuss aspects of safeguarding. They spoke to pupils during lesson visits. Inspectors observed pupils' behaviour in lessons and at break and lunchtimes. The inspection team spoke to staff about behaviour and about their workload in the school. Inspectors considered 54 responses to the staff survey.

Inspection team

Lisa Strong, lead inspector

Her Majesty's Inspector

Peter Gale

Ofsted Inspector

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