

Inspection of an outstanding school: Redland Green School

Redland Court Road, Redland, Bristol BS6 7EH

Inspection dates:

15 and 16 March 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to school. Respect is one of the values of the school. It is evident in relationships between staff and pupils and within peer groups. Pupils say that staff know how to help them with work or with how they are feeling.

Leaders are ambitious for all pupils. The work given to pupils challenges them to develop a rich body of knowledge. Pupils take an active part in lessons. They are keen to ask and answer questions, and to take part in discussions with teachers and with their peers.

Pupils behave well in lessons and at social times. They are calm and courteous. Leaders ensure that the behaviour of those pupils who fall below the school's high expectations improves. Bullying is very rare. Staff deal well with any incidents reported.

Pupils take responsibility for themselves and for others. There are many leadership opportunities available. For example, students in the sixth form mentor younger pupils and help them practise their reading. Pupils take the lead in areas that are of interest to them, such as fundraising for charities or organising assemblies.

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

The curriculum is very ambitious. In most subjects, it is clear what pupils will learn. Pupils remember what they have learned. They can connect this knowledge so that they have a thorough understanding of what they are learning. In some subjects, however, the curriculum is less clear about what pupils will learn and how they will do so. As a result, pupils do not have the same depth of knowledge across the whole curriculum. For example, in one subject, the same terms are used to mean different things in key stage 3. This is confusing for pupils. The curriculum promotes diversity and equality. For example, in English, pupils study works by authors from many backgrounds, and in history they

learn about female leaders of the past. The majority of pupils continue to study a language and a humanities subject at GCSE, which means the English Baccalaureate is at the heart of the curriculum.

Staff use formal assessment well to check what pupils have learned and to review the curriculum. Many assessments are very ambitious. For example, at the end of Year 9 history, pupils draw on all their learning across the key stage to evaluate the perspective of a historian they have studied. Pupils say teachers help them understand how to improve their work. However, some assessments do not clearly identify all gaps in knowledge or misconceptions. This makes it harder to fill those gaps.

Teachers know pupils well. They know how to help pupils to learn and know what support will be most useful. Pupils with special educational needs and/or disabilities have their needs met. They make good progress. Parents and pupils are positive about the support that they receive.

Leaders promote reading. Pupils who cannot read fluently on entry to the school get the help they need. Teaching in many subjects exposes pupils to very challenging texts, with appropriate support to ensure all benefit from this. Sixth-form students explore a range of texts that extend their knowledge beyond what they need for examinations. The reading curriculum helps pupils to develop their vocabulary and cultural knowledge.

Leaders have changed their approach to managing pupils' behaviour. The emphasis is now on finding out the causes of poor behaviour and tackling them. Pupils understand the sanctions in place and say they are generally fair. The rewards system reinforces the positive behaviour of the majority. Leaders promote good attendance and punctuality.

Leaders have planned a thorough careers programme. The national lockdowns that took place as a result of the COVID-19 pandemic have had an impact on aspects such as work experience and contact with employers. Pupils receive helpful guidance when choosing their key stage 4 and key stage 5 options. As a result, few sixth-form students change course or leave the school before completing their programme of study and most go on to university, apprenticeships or employment.

All key stage 3 pupils and students in Year 12 attend a range of enrichment activities as part of the school day. There are also opportunities for all pupils, and students in the sixth form, to develop their skills and interests through a variety of after-school clubs. A prefect system, school council and sports roles help pupils to develop their leadership skills.

The personal, social and health education (PSHE) curriculum helps prepare pupils for life in modern Britain. It is responsive to global, national and local developments. Pupils value the time they spend learning about topics such as mental well-being and healthy relationships. They say leaders encourage them to give their views about what they learn. Sixth-form students are particularly positive about PSHE and how it is preparing them for life beyond school.

Leaders ensure that the workload of staff is manageable. They provide a clear vision, which helps staff to prioritise their work and focus on what will have the most impact on pupils. Leaders give staff prompt guidance, which supports them to do their jobs well.

In discussion with the headteacher, the inspector agreed that the ongoing assessment of pupils' learning and the clarity of the curriculum may usefully serve as focuses for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify concerns. They notice changes in pupils and refer these on if necessary. Leaders make good use of services available to support pupils with a range of challenges. This means pupils get the help they need. Patterns over time are identified and action is taken at both an individual and school-wide level to address emerging areas of need, such as a recent increase in mental health concerns. Systems are well designed to make sure that pupils' needs are identified as soon as possible. Governors and trustees monitor the effectiveness of safeguarding arrangements closely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Ongoing assessment does not always identify where pupils have gaps in their knowledge, or where they have misconceptions. This means that some pupils do not learn as much as they could. Leaders need to ensure that checks on learning lead to actions which help pupils learn more.
- Some areas of the curriculum are less clear about what pupils should learn than others. Where this is the case, pupils learn less than they could. Leaders should make sure that staff understand what pupils need to learn in all subjects and when they need to learn it.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the school to be outstanding in May 2016.

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	138855
Local authority	Bristol City of
Inspection number	10211934
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1623
Of which, number on roll in the sixth form	469
Appropriate authority	Board of trustees
Chair of trust	Margaret Simmons-Bird MBE
Headteacher	Louise Blundell
Website	www.redlandgreen.bristol.sch.uk
Dates of previous inspection	4 and 5 May 2016, under section 5 of the Education Act 2005

Information about this school

- The school uses two alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and trustees, curriculum leaders, teachers and the special educational needs coordinator.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.

- Inspectors completed deep dives in the following subjects: English, design and technology, physical education, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited lessons, met teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and considered the views of staff and pupils in Ofsted's online survey.

Inspection team

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