

Inspection of Redden Court School

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

Inspection dates: 18 and 19 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils flourish here. They work hard in class and take their education seriously. Leaders have high expectations of all pupils' achievement. Pupils with special educational needs and/or disabilities (SEND) are exceptionally well supported.

The behaviour of pupils is exemplary. Pupils are motivated by rewards for showing their positive attitudes, such as trying hard in class or being helpful around the school. They are polite and respectful and readily celebrate their peers' successes. Pupils are happy and safe. Pastoral staff work with pupils to quickly resolve conflicts. When bullying does happen, leaders are quick to address it.

The provision for pupils' wider development is exceptionally well thought through. The curriculum to encourage pupils' personal and social development and build character is well established. The school's wider-enrichment programme gives pupils the opportunity to deepen their interests and develop their confidence. They learn new skills that will equip them well for their next steps in education.

Older pupils are role models for the younger pupils in the school. Leaders ensure there are a wide range of opportunities for pupils to take on leadership responsibilities. This includes roles as school prefects, anti-bullying ambassadors and peer mentors.

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

Leaders ensure that all pupils study a curriculum that is broad and ambitious. The majority of pupils study English, mathematics, science, humanities and a modern foreign language in Years 10 and 11, the English Baccalaureate range of subjects. Pupils are determined to succeed. Their exceptional behaviour means that there is little disruption to learning in class.

Teachers know the needs of pupils with SEND very well. They provide effective support to help these pupils to access the full curriculum. Pupils in the specially resourced provision study the full range of national curriculum subjects throughout Years 7 to 9. The support and guidance they receive from specialist teachers and expert support staff fully prepares them for their next steps in education.

Leaders have carefully sequenced the curriculum to build up pupils' understanding of key subject content knowledge and skills. They have thought about the order in which pupils should learn foundational knowledge. Pupils build the knowledge they need cumulatively. This supports them to use their learning to complete increasingly challenging work. For example, in science, leaders have organised the sequence of practical work so that it successfully helps pupils to deepen their skills in designing experiments to test their ideas and analysing the results.

Teachers are subject experts. Their explanations are clear. Teachers encourage pupils to discuss their learning and make links between their new learning and what

they have learned previously. They use highly effective questioning to check what pupils know and can remember.

Assessment is consistently well used across the curriculum. Teachers use assessment to identify misconceptions and to help pupils to improve their work. For example, in design and technology, pupils in Years 7 to 9 learn increasingly sophisticated ways to evaluate and modify their own designs.

Leaders have made sure that pupils in Years 7 to 11 love to read widely and often. Staff help pupils to select books to read that match their reading ability. In English, pupils study challenging texts. Leaders have picked authors from a range of backgrounds to widen pupils' cultural experience. Pupils who struggle to read are given the additional help they need to improve their fluency and confidence.

Pupils are encouraged to give their views. Pupils in the school council and other leadership roles meet with leaders to discuss ways to improve the school. Pupils develop their wider talents and interest through the extensive after-school club programme. All pupils are encouraged to attend at least one each week.

Leaders have introduced a programme of extra-curricular events through the year. Pupils take part in enterprise activities, educational outings and activities to develop their understanding of different cultures and beliefs. Leaders have embedded careers education throughout the curriculum. Pupils hear from a range of visiting speakers and receive timely guidance to help them make decisions for their futures and prepare for adulthood.

Leaders work with staff continuously to improve the school. Staff receive regular professional training to develop their skills. Teachers in the early stages of their careers are particularly well supported. Leaders help staff to manage their workloads. They consider the well-being of staff when making decisions about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a clear understanding of the risks that pupils in the school face. Staff are alert to the signs that pupils may be at risk of harm. Leaders ensure that all staff have received appropriate safeguarding training. They work effectively with a range of agencies to support vulnerable pupils and their families. Leaders carry out appropriate safeguarding checks when recruiting new staff.

Leaders work proactively with pupils to give them the knowledge they need to stay safe. Pupils learn about how to keep themselves safe online and ways to support their mental health. They gain an age-appropriate understanding of sexual harassment and consent. Pupils said that staff in the school care about them and trust them to help if they ask for it.

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.

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	10240259
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1021
Appropriate authority	Board of trustees
Chair of trust	Joanna Wilkinson
Headteacher	Anthony Henry
Website	www.reddencourt.havering.sch.uk
Date of previous inspection	29 and 30 September 2021, under section 8 of the Education Act 2005

Information about this school

- The school includes a specially resourced provision for pupils with SEND. This is for up to 12 pupils with autism spectrum disorder.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- School leaders use five registered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with school trustees and members of the local

governing body, including the chair of the trust, the chief executive officer and the chair of the local governing body.

- Inspectors carried out subject deep dives in English, science, design and technology, drama and modern foreign languages. Inspectors met with subject leaders to discuss the curriculum and visited a sample of lessons. They also reviewed pupils' work, met with pupils to discuss their learning and met with subject teachers.
- Inspectors reviewed policies and records related to safeguarding, including pre-employment checks carried out before appointing staff. They evaluated the effectiveness of safeguarding through discussions with leaders, governors, pupils and staff.
- Inspectors spoke to a range of members of staff, including teaching staff, early career teachers and support staff. They considered the responses to Ofsted's online staff survey.
- Inspectors reviewed a range of school documentation. This included school policies, records of pupils' attendance rates and behaviour, and school improvement reports.
- Inspectors spoke to a range of pupils and reviewed responses to Ofsted's online survey of pupils' views. They also considered the views of parents who made responses to the Ofsted's online survey for parents, Parent View.

Inspection team

Annabel Davies, lead inspector	His Majesty's Inspector
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Alison Moore	Ofsted Inspector
Luke Stubbles	His Majesty's Inspector

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