

Inspection of Redbridge Community School

Cuckmere Lane, Southampton, Hampshire SO16 9RJ

Inspection dates: 12 and 13 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to attend Redbridge Community School. The school is an important beacon in the local area with a strong sense of community. Pupils respond well to the values of aspiration, excellence, respect and opportunity which permeate the school. They feel well cared for and safe because staff are always available to talk about their worries. Strong relationships are the bedrock of the school. One pupil said, 'The school is like another little home.'

Leaders have high expectations of pupils' learning and conduct. Pupils are welcoming, polite and courteous. Bullying is rare and always followed up. Staff want the very best for their pupils. They celebrate pupils' achievements regularly. Pupils respond by behaving well and being respectful of each other. They collaborate well, enjoy each other's company and celebrate each other's differences.

Pupils have exceptional personal development opportunities. The vast array of clubs, trips and events are impressive. There is a strong focus on outdoor education. For example, pupils can use the school's climbing wall and learn 'bushcraft'. Pupils can develop their leadership skills by becoming prefects and sports leaders. As one parent said, 'This school has brought out the best in my child.'

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

Leaders and governors are driven by strong moral values. They seek to provide the very best opportunities for pupils. Staff are loyal and committed to these ideals. Staff, including those in the early stages of their careers, value the trust that leaders place in them, and the consideration of their workload and well-being.

Leaders have developed an innovative curriculum, designed to meet the needs and aspirations of pupils. In key stage 3, all pupils, including those with special educational needs and/or disabilities (SEND), follow the national curriculum. In Year 9, pupils can add extra subjects, such as construction, business studies or ancient history. Pupils have a wide choice of subjects to study in key stage 4. The number of pupils taking a foreign language is growing, so more now have the opportunity to achieve the English Baccalaureate. Although published outcomes in 2022 were not strong, current pupils are achieving well.

Leaders have thought carefully about what they want pupils to learn and in what order. Most teachers have strong subject knowledge. They choose topics and activities carefully to motivate and engage pupils. Most pupils build their knowledge and skills effectively over time. For example, pupils in Year 10 could confidently explain the features of coastal erosion using examples from their recent fieldwork trip. Sometimes, however, teachers do not take enough account of pupils' previous knowledge to plan ambitious learning that builds successfully on what pupils already

know. In addition, sometimes teachers do not check carefully enough that pupils have grasped key concepts before moving on to new content.

Staff know pupils well and understand their needs. This includes pupils with SEND who are well supported academically and pastorally. Consequently, these pupils, including those in the school's two specially resourced provisions, achieve well.

Reading is a high priority for school staff. Leaders have focused on reigniting pupils' love of reading. Those that need extra help with reading get it quickly. As a result, pupils are reading with greater fluency and confidence.

Leaders have focused strongly on improving attendance, especially since the disruption caused by COVID-19. Pupils who do not attend regularly, especially those from disadvantaged backgrounds, are provided with support. Leaders know that there is more to do to ensure improvements to the attendance of some pupils.

Personal development provision is superb. Leaders have designed a carefully considered programme that teaches pupils how to stay safe and look after their well-being. Pupils have extensive opportunities beyond the classroom, many tailor-made to individual needs. High numbers take advantage of enrichment activities offered after school, including participating in the Duke of Edinburgh Award Scheme. A raft of visiting speakers supplements the high-quality careers education programme, which prepares pupils well for their next steps. Pupils are increasingly ambitious for their futures.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have up-to-date safeguarding training. Staff are acutely aware of the risks that pupils may face in their everyday lives. Staff know how to respond to any signs that a pupil may need extra support. Governors oversee safeguarding processes effectively.

Leaders make sure that staff have a good understanding of the safeguarding risks within the community. Staff work productively with numerous agencies to ensure that pupils get the help they need quickly. Through this work, pupils learn how to manage potential risks to their safety, such as online safety and drug and knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not use assessment strategies effectively enough to check that pupils have understood or remember what they have been taught. This can lead to pupils developing misconceptions in their understanding or gaps

in their learning. Leaders should ensure that all teachers carefully check what pupils know and understand to help pupils confidently learn the intended curriculum.

- Sometimes, teachers do not take sufficient account of what pupils already know and can do. This means that the learning activities planned are not always as ambitious as they might be to help pupils confidently learn and achieve well. Leaders should ensure that teachers plan activities that build successfully on what pupils know, so that more pupils have the knowledge they need for their next stage of the education, training or employment.
- Not all pupils attend as regularly as they should, especially disadvantaged pupils. This means that they miss out on valuable learning opportunities. Leaders should continue to prioritise their work with families, so that pupils attend more regularly.

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	116453
Local authority	Southampton
Inspection number	10268922
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1075
Appropriate authority	The governing body
Chair of governing body	David Whalley
Headteacher	Jason Ashley
Website	www.redbridgecommunityschool.com
Date of previous inspection	30 and 31 January 2018 under section 5 of the Education Act 2005

Information about this school

- Redbridge Community School is part of the Reach Cooperative Trust.
- The school has two specially resourced provisions. These are specifically for pupils with autism spectrum disorder and hearing impairment.
- The school currently uses one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- 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.

- Meetings were held with the headteacher, senior leaders, staff, pupils, the chair of the governing body and two other governors. An inspector held a telephone conversation with a representative of the local authority.
- An inspector held a telephone discussion with a member of staff at the alternative provider.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, science and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. They also reviewed the information on the school's website and policies. Inspectors looked at records related to safeguarding, including checks on adults working at the school.
- Inspectors spoke to staff, including early career teachers about behaviour and their workload in school.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to the online survey, Ofsted Parent View, including parents' free-text comments. Inspectors considered the views of pupils through discussions held with them throughout the school.

Inspection team

Paula Sargent, lead inspector	Ofsted Inspector
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