

Inspection of Redbridge Alternative Provision

Starch House Lane, Fullwell Cross, Barkingside, Ilford, Essex, IG6 1PU

Inspection dates: 13 and 14 March 2024

Overall effectiveness

Requires Improvement

The quality of education

Requires Improvement

Behaviour and attitudes

Requires Improvement

Personal development

Requires Improvement

Leadership and management

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils appreciate the positive working relationships that they have with adults in this school. This helps them to feel secure.

Leaders have appropriate aspirations about what pupils can achieve in a range of subjects that meet their needs and aspirations. However, pupils do not make the progress that they should in some subjects. This is because the curriculum lacks clarity about what pupils should learn.

Parents and carers express satisfaction with the school and see it as playing an important role in helping their child return to mainstream education. Most told inspectors that they did not mind that there was little focus on the curriculum because they did not believe this should be a priority for the school.

Pupils, including those with special educational needs and/or disabilities (SEND), benefit from a wide range of extra-curricular activities, including many trips to places outside of school. At lunchtimes, pupils across different year groups mix well together, either playing football or attending various enrichment activities each Friday afternoon.

Although pupils say that bullying occasionally happens, they are clear that staff respond quickly to any concerns that they raise. Pupils told inspectors that the staff care deeply about them and develop trusting relationships.

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

There has been a significant amount of turbulence in recent years among leadership and teaching staff. As a consequence of these changes, the leadership team has rightly focused on settling the staff and pupils, and building strong relationships.

The school's aim is to help pupils succeed and go back to mainstream education. Staff have high standards for what pupils, including those with SEND, can accomplish. However, the curriculum needs to improve to fully support this goal. The quality of education is not good enough for some pupils, because the curriculum planning is not consistent. In English, pupils read many different texts in various formats, genres, and styles. Appropriate support is in place for pupils who are less confident with reading. However, the curriculum for English and other subjects is not arranged in a logical way. Leaders know that this work is important and are now giving this priority.

Teachers know pupils well, including pupils with SEND. They identify the additional needs of pupils quickly and accurately. Teachers have high expectations of what pupils can achieve.

While teachers' subject knowledge is generally strong, there is an unevenness in how well the curriculum is delivered. In some cases, teachers do not choose the

most appropriate methods to help pupils to learn and build their knowledge. Sometimes, the activities that teachers design do not help pupils to remember important information as well as they should.

In some lessons, pupils' behaviour interrupts learning. Pupils said that this was typical of their experience in school. This is because the school does not have a consistently applied behaviour policy. Leaders know that they need to do a lot of work in this area and have begun to promote a more reflective approach to dealing with incidents. Parents, however, are positive about the nurturing nature of the school.

Leaders and staff support most aspects of pupils' personal development well. Pupils learn about the importance of the fundamental British values. They understand and respect the different opinions and beliefs that others may hold. Pupils know how to look after themselves when under stress or if they are sad. They are taught to understand the negative impact of discriminatory language. The school acknowledges that the careers and the vocational offer is another area that has been neglected and are taking steps to improve this.

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The school has appropriate processes in place for tackling any concerns about pupils' attendance. The school knows its pupils and families well. This information is used effectively to understand and address the underlying causes of individual absences. Consequently, even pupils who had high levels of absence in previous school, regularly attend because they feel valued and safe.

Most staff said that leaders are mindful of their workload. Staff are confident in leaders' ability to improve the school. The school is fully aware of the steps they need to take to improve the school. Consequently, the leadership team has been strengthened to ensure that the necessary changes can be made with the required urgency.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variability in how well the curriculum is designed and implemented between subjects. Subject leaders have not given sufficient thought as to what important knowledge pupils need to know and remember in their subjects. This means that pupils find it hard to recall previous learning. Leaders should ensure

that the curriculum is well structured to support pupils to build and embed important knowledge in their long-term memory.

- The school's expectations for behaviour are not implemented consistently. In some lessons, pupils' learning is disrupted by the behaviour of others. Leaders must check that all staff are consistent in their expectations and application of the systems for managing behaviour.
- The school does not provide pupils with opportunities to learn about the full range of education and training options open to them. As a result, pupils cannot make fully informed choices about their future. The school should ensure that pupils have relevant guidance about future career pathways.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134366
Local authority	Redbridge
Inspection number	10296721
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Martin Sachs
Headteacher	Martyn Rawlinson
Website	http://www.redbridgeap.co.uk
Date(s) of previous inspection	4 December 2018, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection there has been a series of interim and substantive leaders appointed.
- The school provides support for pupils who have been, or who are at risk of, permanent exclusion from mainstream schools.
- The school has separate provision for up to 65 Year 11 pupils who are new to the country, many of whom arrived unaccompanied.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. They deemed the inspection a graded (section 5) inspection under the same Act.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.

- During the inspection, inspectors held discussions with the headteacher and other leaders, including curriculum and pastoral leaders.
- Inspectors held discussions with teachers, teaching assistants and governors.
- Inspectors carried out deep dives in English, personal, social and health education, and science. For each of these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked samples of pupils' work.
- Inspectors met with members of staff individually and in groups and spoke to pupils at various points during the inspection. Inspectors took account of responses to pupil, parent and staff surveys.
- Inspectors looked at records relating to behaviour, bullying, attendance, and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Francis Gonzalez, lead inspector

Ofsted Inspector

Lorraine Slee

Ofsted Inspector

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