



Redhill School

Inspection Report

Unique Reference Number 122846
LEA NOTTINGHAMSHIRE LEA
Inspection number 281357
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Dr. Tony Beaver LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Redhill Road
School category	Community		NG5 8GX
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	0115 9261481
Number on roll	1265	Fax number	0115 9676922
Appropriate authority	The governing body	Chair of governors	Mr. Steve Hopkins
Date of previous inspection	16 October 2000	Headteacher	Mr. Andrew Burns

Age group 11 to 18	Inspection dates 8 February 2006 - 9 February 2006	Inspection number 281357
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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Redhill School is a larger than average, mixed, comprehensive school, with 1265 students, including 159 sixth formers. It has community status and has been a specialist in the Performing Arts since September 2003. The very large majority of students are of White British heritage. Others mainly have Asian or Caribbean backgrounds. Most students are from typically average socio-economic backgrounds. The proportion eligible for free school meals is average. The percentage identified with special educational needs is average, but very few have Statements of need. There is less mobility than in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school gives students a good education. Inspectors' judgements confirm the school's evaluation of its own performance and effectiveness. Students make good progress and achieve well throughout the school. In Key Stage 3, standards are above average, close to average in Key Stage 4, and above average in the sixth form. Students behave well, have positive attitudes and act responsibly and maturely. New strategies to support those at risk of exclusion are being developed. Most teaching is good and helps students to learn successfully. Many with learning difficulties and disabilities receive very good support for learning. However, help in class is insufficient to meet all needs, and some students with learning difficulties lack the support necessary to enable them to make better progress. A good curriculum meets most needs. The school is planning to extend further the range of courses across Key Stage 4 and the sixth form. There is an extensive range of extra-curricular activities. Students receive good care and guidance. Staff know individual students very well. Performing Arts status is at the heart of the school. It contributes to raising standards and the quality of education. Leadership and management are good. The headteacher gives perceptive, energetic and determined direction to the school. With the vigorous leadership team, he involves staff and governors well, so all make a positive contribution to raising standards and the quality of education. The school's self-evaluation is effective. Frequent monitoring and evaluation of teaching and learning take place, and the quality of teaching benefits. Many parents say they appreciate the standards and quality of education that the school gives their children. The school has resolved most issues from the last inspection and has substantial capacity to go further forward. It gives good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

The school is correct to evaluate the effectiveness of the sixth form as good. Standards on advanced courses are above average. Students benefit from good teaching, achieve well, and have very positive attitudes to learning. Many act responsibly towards the school community. The curriculum gives good choice of advanced courses, but lower-level course opportunities within the school are sparse. Students receive good care, support and guidance for work and choices of careers and Higher Education. Leadership and management are good. They ensure accommodation for study and recreation is of a high order, and a very large majority of students complete courses successfully.

What the school should do to improve further

- extend further the help available in class to students with learning difficulties and disabilities, so that all make good progress - continue to implement the strategies to support students at risk of exclusion - complete developments to extend the range of courses for students aged 14-19.

Achievement and standards

Grade: 2

Achievement of students from all ethnic backgrounds is good, both in the main school and in the sixth form. The school meets its overall academic targets and is close to meeting its specialist-school targets in the performing arts subjects. Boys attain similar standards to those of girls and above those of boys nationally. Students with learning difficulties and disabilities make satisfactory progress overall. They make good, and sometimes very good, progress when they receive the support of teaching assistants and when teaching is good or outstanding. Students' starting points in Year 7 are below the national average, and their literacy skills are well below average. They make good progress, especially in English and science, and reach above-average standards overall in the Year 9 National Curriculum tests. Their progress in mathematics is satisfactory. Students achieve well in Key Stage 4. In 2005, Year 11 candidates reached standards close to the national average in GCSE examinations, having entered the school with below average attainment. The percentage gaining five or more GCSE grades A* - C rose sharply. Students enter the sixth form with below-average standards compared with typical starting points for advanced courses nationally. They make very good progress because of the good teaching and guidance they receive. During the last three years, almost all candidates passed A-level examinations. Results were well above average in 2004, and little short of this standard in 2005. Performing arts staff work with subject departments and help to raise overall standards. Achievement and standards are further enhanced by the increased motivation and determination that many students have gained from participating in performing arts activities.

Personal development and well-being

Grade: 2

Students' personal development, including their social, moral, cultural and spiritual development, is good. Attendance is close to the national average. The level of unauthorised absence is artificially high because records have been inaccurate. The school is working urgently to give correct information. Performing Arts specialist status encourages large numbers of students to make an outstanding contribution to the local community. Students enjoy school because exciting work is done in music, drama and dance in partner schools, and with the elderly. Students say they have gained greatly in self-confidence, motivation and enjoyment. They make an excellent contribution to the impressive programme of public performances. Clubs are very popular, particularly in the performing arts and sport. For example, girls enjoy football and boys enjoy dance and the boys' choir. Behaviour is good. Bullying is rare and the students say it is dealt with quickly and effectively. Students are trained well to understand how to conduct themselves safely in and out of lessons. The new, healthy menus at lunchtime are popular. Students take advantage of the many opportunities given them to contribute to the life of the school. The gathering of students' views is a high priority. For example, members of the students' council participate in staff appointments. Developing good work-place and vocational skills prepares students well for the future. Students are gaining well in basic skills. Their literacy is good,

numerical skills are satisfactory, and their competence in information and communication technology is growing.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in the main school and the sixth form. Teachers' subject knowledge is good. Questions stimulate and consolidate learning. In good lessons, students make good progress because work is carefully planned to match their needs. A brisk learning pace encourages students' enthusiasm. Outstanding teaching was seen in English, drama, history and physical education. For example, the teacher's high expectations and skilful use of stimulating learning materials in history challenged and extended students' thinking exceptionally well. In satisfactory lessons, work is sometimes not fully adapted to meet all needs. Learning tasks lack variety and do not stimulate students' interest enough and students then have too few opportunities to express their own ideas or become actively engaged. Although students say their work is marked helpfully, inspectors found teachers' marking inconsistent in quality. The use of assessment information to plan and monitor students' work, set targets and help them to achieve more highly is a continuing school priority. Performing arts lessons generate enthusiasm and a rapid pace of learning. Teaching in arts subjects is very good, and some is outstanding. Performing arts staff have been involved in training colleagues at Redhill and in partner schools, and teachers think this has enhanced their skills. Students are motivated by arts activities and these support learning very well. Students with learning difficulties and disabilities learn well when they receive help from the effective learning support team. However, the shortage of much needed extra help in some classes means that students often do not receive enough support to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the range of interests and abilities of most students. The performing arts contribute substantially to the enrichment of the curriculum. Students' health and safety are high priorities in all lessons. The Key Stage 3 curriculum goes beyond the required subjects. For example, all students take dance. In Key Stage 4, planning is well advanced to extend opportunities for vocational and other alternative courses to GCSE to enhance students' work-related skills. Further development of these courses is a well chosen priority. In the sixth form, there is a good range of advanced courses to match students' needs. Vocational options and the range of courses below advanced standard are few. However, students have taken up the opportunities of the two courses available. A very strong feature is extra-curricular provision, particularly in the performing arts and sport. These experiences greatly enhance students' learning. Many activities engage boys exceptionally well in their

learning, and raise their standards. Subject links with partner schools smooth transition and help raise standards on admission at age 11.

Care, guidance and support

Grade: 2

Arrangements to secure the care, safety, welfare and medical needs of students are good. A very well co-ordinated and effective team supports students' personal development. Additional support for those with learning difficulties and disabilities is good. However, the number of hours of support in lessons falls short of need. New methods to support students at risk of exclusion are being developed. The recently established Student Support Centre is very effective in helping these students resume a normal timetable. Excellent links with professionals outside school give high quality support to the vulnerable, the disaffected and those with learning difficulties, but accommodation for learning support is inadequate. Under-performing students are well guided and supported. Very good links with the Connexions service ensure comprehensive careers guidance. Support and guidance for sixth-form students are again good, following staffing difficulties last year. There is a strong commitment to inclusion within the performing arts. High numbers of students participate in a wide range of activities.

Leadership and management

Grade: 2

Leadership and management are good, and make shrewd and accurate evaluation of the school's performance. The headteacher and senior leadership team have good vision and give purposeful direction. Managers at all levels ensure that progress is good overall, and that students have positive attitudes and behave well. The high morale of staff is evident in the willing support they give. Management is fully committed to making the school wholly inclusive. For example, it has plans to give less-able students more help to speed their progress. Subject managers have received training in the skills necessary to monitor and evaluate performance and the quality of education in their subjects. This ensures that monitoring leads to accurate evaluation of the good quality of teaching and learning. The sixth form is led and managed well. Students achieve well from good teaching, an extensive range of advanced courses and helpful advice and guidance. Governance is good. Governors understand well the school's strengths and priorities for further development. They give management helpful support. Parents and students express satisfaction with the school's leadership, the standards achieved and the quality of education. Management ensures that links with other educational providers and the community are very good and enhance the quality of education. Leaders and managers at all levels aim, with increasing success, for excellence in the performing arts. Management of the arts is very good, and greatly benefits the life of the school and community. Modest income is managed well. Staff are used to good effect and the value for money is good. However, help in class for students with learning difficulties is insufficient to meet all needs. Since the last inspection, standards and the quality of education have improved. The accommodation

has greatly improved and the school has benefited considerably from Performing Arts specialist status. Leadership and management have substantial competence and capability to take the school further forward.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

On behalf of the inspection team, I would like to thank you all for your help and courtesy during our recent visit. You are a credit to your school. Inspectors found that you attend a good school. It helps you to make good progress. You achieve well in the Year 9 national tests. GCSE results are close to the national average and improved considerably last year. Sixth formers achieve good standards. Your teachers do a good job and some of their work is outstanding. However, there are not enough extra helpers in class to assist those of you who do not learn as quickly as others and whose progress is not so good. The staff who are available are very helpful to those they have the time to support. Everyone we met during the inspection had positive attitudes and behaved well. Both you and your parents clearly think well of the school. We think your school takes good care of you and gives you valuable help in choosing careers and educational opportunities for the future. There are new methods to help those who are at risk of exclusion, and we think that these will benefit those students greatly. The curriculum is good and many of you told us how much you enjoyed the brilliant opportunities in the performing arts. You get really good opportunities for extra-curricular activities and many of you take full advantage of these, especially in the arts and sport. Your school is developing additional courses from Key Stage 4 into the sixth form, and we agree these are needed. You told us that you think your school is well led, and we agree with you. Your headteacher and all the staff work very hard on your behalf. Overall, our view is that you have a good school that does its best for you, and where you can do well. We are confident that with effort and commitment on your part, your school can definitely get even better. We wish you every success in the future.