

Prospects Learning Services  
Prospects Services LTD  
19 Elmfield Road  
Bromley  
Kent  
BR1 1LT

T 08456 40 40 40  
enquiries@ofsted.gov.uk Direct T 020 8315 1250  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) Direct F 020 8315 1279



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Mr Peter Townrow  
The Headteacher  
Redden Court School  
Cotswold Road  
Harold Wood  
Romford  
RM3 0TS

Dear Mr Townrow

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 4 June 2008, for the time you gave to our phone discussions and for the information which you provided during my visit. Please pass on my thanks to the Year 10 students and the members of staff who gave me time and helpful information. Since the inspection the headteacher has announced his retirement at the end of this term. Governors agreed that the deputy headteacher will become the interim headteacher from September until a permanent appointment can be made.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in November 2007, the school was asked to:

- Raise standards and achievement, particularly in English and science.
- Improve the quality of teaching so more of it is good and none is inadequate.
- Develop and implement rigorous systems to improve students' literacy skills across the curriculum.
- Use systems for monitoring and evaluating to ensure improvement strategies are effectively implemented across the whole school.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Appropriate structures are now in place to promote better achievement across the school and particularly in English and Science. The English department has new staff and an Advanced Skills Teacher has been appointed for September.

The quality of teaching has improved. Externally moderated observation of teaching and learning provides evidence that inadequate teaching has been eliminated and a

large majority of teaching is good. There has been a lot of focus on support for students whose performance suggests they are at the C/D borderline for GCSE in Year 11. It is too early to see the impact on this year's results and there remains a legacy of underachievement in English.

Systems to monitor students' achievement were already in place at the time of the inspection. These have continued to develop and improve. Senior leaders now have better information to identify underachieving pupils which triggers intervention. There is evidence of the use of data to identify underperformance leading to positive intervention by subject teachers. Records indicate that while there remains underachievement, the proportion is falling. Marking and assessment are much improved and students interviewed were very positive about the way their work was marked and the feedback for improvement they received.

A strength of the school is the weekly line management meetings between senior and middle leaders. Central to these meetings is the review of monitoring data. Records of these meetings indicate greatly improved consistency across subjects in monitoring the quality of provision.

Literacy now has a much higher profile within the school. Form time is used to encourage reading. Lesson plans have been devised across the curriculum to encourage oracy. The work is enthusiastically led by a co-ordinator and a team of representatives drawn from each department. However, work in this area is at an early stage of development . There are plans to adopt a whole school policy before the summer.

The local authority and national strategies team have worked with the school to support its improvement. Advisors have worked in partnership with the school to carry out thorough reviews of two departments. At the last inspection the school was judged to know its strengths and weaknesses well and this remains the case. Joint lesson observations, with advisors and middle leaders observing teachers together, have improved the robustness of lesson observations further and provide an additional level of confidence in judgements on the quality of teaching and learning.

The Local Authority's statement of action is an effective agenda for supporting the school's improvement. Monitoring boards involving senior leaders, governors and local authority staff meet regularly to monitor and review progress. As a result, governors are now fully involved in the strategic management of the school.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Adrian Lyons  
Her Majesty's Inspector