

Redmoor High School

Inspection report

Unique Reference Number	120271
Local Authority	Leicestershire
Inspection number	339660
Inspection dates	25–26 November 2009
Reporting inspector	Pam Haezewindt HMI

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair	Mr Kevin Berry
Headteacher	Mr Andrew Coombs
Date of previous school inspection	7 October 2006
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Introduction

This inspection was carried out by one of Her Majesty's inspectors and two additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at the school's development plan, reports to governors, policies such as those on safeguarding, inclusion and equality of opportunity, and the school staffing review. They also scrutinised 174 Ofsted parental, 91 student questionnaires, and 29 internally organised staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the school's evaluation of itself as outstanding in most aspects is correct
- how teaching could become outstanding
- whether the school had improved the frequency and rigour of assessment and recording since its previous inspection, so that students' needs are identified early in subjects by both middle and senior leaders to improve students' achievement
- whether students' cultural development is now better than satisfactory.

Information about the school

Redmoor High School is a smaller than average school serving a mixed area of established and new housing, and several villages. A small minority of students come from beyond the immediate area. The very large majority of students come from White British backgrounds. The proportion of students with special educational needs and/or disabilities is above the national average. The school has several awards of which the most recent are the full International Schools Award, gained in October 2009, and the Inclusion Quality Mark for 2008-2011. It became a specialist science college in September 2009 in partnership with two local 11-14 schools, and the 14-19 school students will attend.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Redmoor has moved from being a good school at the time of its last inspection to being outstanding now. Its self-evaluation is accurate. The school puts its young learners at the heart of all it does, recognising that they have 'one chance', and provides them with opportunities which enable them to achieve very well, and equally importantly to enjoy their learning and their time at school. Students' responses to questionnaires show that they are fully behind the school, appreciate what is done for them and are overwhelmingly enthusiastic. A Year 8 student wrote: 'I really enjoy being at Redmore because it is a really good school. Redmore helps me prepare for the future.' A Year 9 student enthusiastically wrote: 'I think that it is a brilliant school and they really really help me if there is anything wrong.' Inspectors spoke to groups of students who, during the course of the inspection, had been voted by their forms to speak to inspectors rather than chosen by the school, and these students also presented the school as giving them outstanding opportunities in the classroom and beyond.

The school provides an outstanding curriculum and excellent care, guidance and support for students. This ensures that students' learning and progress and their personal development, including the extent to which they feel safe, their behaviour, their contribution to the wider community and their attendance, are outstanding. There was a good return of parental questionnaires and one parent of a Year 9 student wrote: 'The school has worked exceptionally well with my daughter to give her many opportunities to develop both academically and socially.' Overall, teaching is good. It is often outstanding. In a small minority of lessons it is satisfactory and in such cases students are not all fully challenged to maximize their progress, and feedback very occasionally does not always show them clearly how to improve their work. Attainment is above average for all groups.

The effectiveness of leadership and management at all levels is now excellent. Senior leaders and governors worked very hard and courageously last year, during a period of difficulty, to ensure that staff are all signed up to the school's vision and are working to give students the best possible quality of education. Students themselves could articulate this vision. The governing body is challenging, very well organised and exceptionally supportive of the headteacher and the school and what it needs to do to give students the best opportunities for learning. The school is exceptionally well aware of the context in which it works and makes a strong contribution to promoting community cohesion. The impact of its work with different communities is noticeable in school and beyond. However, the school does not yet formally audit and evaluate its work in this area.

Along with the development of the school as a specialist science college and extensive

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continuing professional development, the very strong leadership and management of the school demonstrate excellent capacity for sustained improvement.

What does the school need to do to improve further?

- Improve all teaching to the standard of the best by ensuring that:
 - every lesson engages all groups of students consistently well
 - lesson content matches the needs of students of all abilities and interests
 - students are very clear how to improve their work.
 - Regularly and formally audit and evaluate the impact of its work relating to community cohesion.

Outcomes for individuals and groups of pupils

1

The school's current data and scrutiny of work show that attainment is at least above average for all students in the core subjects of English, mathematics and science. Attainment in reading and writing is not as good for boys as for girls. However, there are more boys in school and 28% more boys in lower sets. The school is working very well to improve this and its extensive tracking systems are excellent in helping staff to do so.

Students concentrate very well in lessons and show an exceptional keenness for learning and to succeed. There is very little inattention, even where a lesson is less engaging than it might be. They are developing their knowledge and understanding in all areas of the curriculum very well. They work exceptionally well in groups without direction and collaborate extremely well. They grasp opportunities to succeed both within lessons and beyond the school day. Their progress is nearly always at least good and for some groups and subjects it is excellent. For example, boys do particularly well in mathematics, and students with special educational needs and/or disabilities generally make excellent progress in all subjects. The school sets challenging targets which are met; they are exceeded by significant numbers of students.

Students say they feel very safe and well cared for. They know all about how to be healthy and an increasing number are eating a healthy school meal. The take-up of sports is exceptional and students enjoy immensely the wide variety of opportunities offered. Students' behaviour in lessons is excellent. They are thoughtful and helpful towards each other. The school sets challenging targets for attendance which students meet very well. Students appreciate the sense of the school community and they, in their turn, make a real contribution to it and the wider community. For example, they mentor younger year groups in reading, and buddy pupils at the co-located special school. Students' high personal and academic achievement; their ability to work independently; their maturity and confidence; mini enterprise projects; and new opportunities from being a specialist college are enabling them to develop excellent workplace skills. Since the last inspection the school has opened up a wealth of opportunities for further supporting students' spiritual, cultural, social and moral

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development, particularly through the International Schools Award (ISA) and all the visits they make.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

One of the strong features of the large majority of lessons seen was the use of assessment to help students learn. The use of peer assessment and innovative ways to feed back to the teachers towards the end of lessons were features of most outstanding lessons. A less strong feature in just a few lessons was marking to ensure students knew next steps in their learning. Teachers had high expectations. Students were encouraged to be independent as well as collaborative learners and they showed themselves to be mature and responsible. The large majority of lessons were planned very well and had excellent pace. There was lots of open questioning and resources were used well, including technology to stimulate interest. Additional staff enabled students to achieve very well.

The curriculum meets students' needs exceptionally well and they spoke fulsomely about it. A major strength is the flexibility which allows the school to plan and adapt it to meet

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the needs of individual students so they can reach their full potential. The school aims to create a system which allows all students to access necessary support within the school's structure. For example, students with dyspraxia and dyslexia have special classes whilst following the mainstream courses. Personalised programmes of study for students experiencing barriers to learning have been set up in partnership with the co-located special school. There is an outstanding programme of enrichment activities which are very well subscribed to. There are also active learning weeks which include residential trips here and overseas. The ambitious trip to Paris is organised by the students themselves. Integrated learning days give students opportunities to work on 'themed challenges' creatively. Induction processes are very much appreciated by students, who think they help them settle well into the school, new year groups and the 14-19 school.

Care, guidance and support are very effective. The highly skilled workforce provides pastoral and learning support of a very high standard. The school takes great care to ensure that all students make a successful transition both in and out of school. For example, vulnerable students, supported by Redmoor staff, spend between one and two weeks at the 14-19 school prior to admission to familiarise themselves with the environment. Staff support the personalised curriculum and vulnerable students very well and this contributes to them achieving excellent learning outcomes. Systems to ensure very good attendance are in place, operated and monitored regularly. Students have confidence in the school to advise them on the next steps they need to take for their future. Students on long-term absence are well supported to catch up or carry out work missed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leadership team and governors did not shy away from some very difficult decisions last year. This has ensured that there are excellent staff now in place with strong leadership and management at all levels. This includes business and data management and a strong additional workforce. The school took to heart the area that needed improving from the last inspection: the frequency and rigour of assessment and recording in order to identify students' needs and improve their achievement. A dedicated data manager was appointed, and is instrumental in helping staff track students' achievement very regularly. Middle and senior leaders identify intervention

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strategies as required. Students' achievement is recorded three times a year on a 'pupil profile', and reported to them and their parents and carers. Their attitudes to learning are reported four times a year. Students find the system helpful. Leaders acknowledge that there is a very small amount of teaching which is less than good, and have put in place support for this. They do learning walks and rigorous observations and there is an extensive range of continuing professional development. All staff are also supported by focused training in aspects of teaching and assessing students with special educational needs and/or disabilities, sometimes provided by the co-located special school.

The school engages with parents and carers regularly via multiple means: regular parents' evenings, student progress reports, letter, email, text, telephone and news-letter. In a recent survey this was judged very positively. Parents' views are sought, for example on times of the school day, and there is high attendance at parents' evenings. Governors are looking to improve engagement further for example, by establishing a parent council. Partnerships with external agencies and the co-located special school are highly effective in supporting vulnerable students. Redmore is the lead partner in the area's extended provision for local schools, much of which takes place on site and is very much appreciated. All students visit the local Connexions Centre and the school is involved with Aim Higher. The school has connections with initial teacher training providers. Redmoor is an exceptionally inclusive school. Its policies are well monitored and its activities audited to ensure it provides for all and all take part. Its outcomes speak for themselves. Safeguarding procedures are fully in place. The school has taken forward its work on promoting community cohesion well. There is good evidence of its work in the local community and beyond, and the impact this is having on raising awareness in school of, for example, preparing students for life in multicultural Britain. This is not yet formally audited and evaluated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	1
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Views of parents and carers

The proportion of parents and carers who returned the questionnaire was high compared with most schools. The very large majority of parents and carers were supportive of the school in all aspects of the questionnaire; sometimes the overwhelming majority agreed with a particular aspect. A few parents and carers felt that the school did not help them to support their child's learning as much as they could. Inspectors found good evidence that the school had multiple systems for enabling parents and carers to be involved in their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redmoor High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 174 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	33	113	65	1	1	1	1
The school keeps my child safe	69	42	94	57	3	2	0	0
The school informs me about my child's progress	63	38	96	58	5	3	0	0
My child is making enough progress at this school	69	42	91	55	4	2	0	0
The teaching is good at this school	64	39	99	60	1	1	0	0
The school helps me to support my child's learning	41	25	105	63	18	11	2	1
The school helps my child to have a healthy lifestyle	39	23	118	71	8	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	36	96	58	1	1	0	0
The school meets my child's particular needs	59	35	103	62	3	2	0	0
The school deals effectively with unacceptable behaviour	54	33	92	55	11	7	2	1
The school takes account of my suggestions and concerns	37	22	111	67	10	6	1	1
The school is led and managed effectively	64	39	94	57	5	3	0	0
Overall, I am happy with my child's experience at this school	83	48	83	48	4	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 November 2009

Dear Students

Inspection of Redmoor High School, Hinckley, LE10 OEP

On behalf of inspectors and myself I should like to thank you for your warm welcome last week. We were very impressed by your enthusiasm for your school. This brief letter is to tell you what we found there.

Overall, Redmoor is an outstanding school and provides an excellent quality of learning. You know this too, because you told us so.

You make very good progress at school and are developing into confident, mature young people.

The curriculum is outstanding, including all the extra-curricular activities and the personalised support some of you receive.

Staff care for you consistently well and want you to do your best.

Lessons are usually good with some that are outstanding. Just occasionally one does not quite engage every one of you sufficiently or help you all to know what your next steps in learning need to be.

The leadership of the school is outstanding; it ensures that your school is safe, very inclusive, and contributes to community cohesion within the school, in the locality and beyond.

Every school has room for improvement, and we have asked those in charge at Redmoor to do two things to make your school even better.

We have asked your school to ensure that every lesson engages you all and that marking always helps you to know what to do next.

We have also asked it to audit and evaluate its development of community cohesion, so that you continue to benefit from what the school is already doing but it adds to provision where there are any gaps.

You may also like to make some suggestions by telling staff about how you like to learn and / or if you are not sure how to improve your work. You could also make some suggestions about how your school can contribute further to different communities.

I wish you all well for the future.

Yours sincerely

Pam Haezwindt
Her Majesty's Inspector

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