

# Redhill Academy

Redhill Road, Arnold, Nottingham, NG5 8GX

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b>
Achievement of pupils		1
Quality of teaching		1
Behaviour and safety of pupils		1
Leadership and management		1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- GCSE results have improved each year and achievement has risen substantially since the academy was established and compared to the predecessor school. Students make significantly better progress than seen nationally, particularly in English.
- Disabled students and those who have special educational needs are very well supported and make similar progress to their peers.
- Teaching is outstanding. Teachers plan lessons that engage and challenge students. Work is matched well to the needs of students.
- The academy has well-developed strategies to improve students' literacy skills across all subjects.
- Students are proud of their academy. They feel safe and say bullying is uncommon. Students behave extremely well in lessons and around the academy site.
- Attendance is excellent.
- The leadership of the academy is extremely effective and the strong track record of improvement demonstrates a clear capacity to improve further.
- There are very effective systems in place to check the academy's work. Students' progress is checked regularly and those not making the progress they should are provided with the extra support they need.
- Leaders develop teaching well and staff performance is very effectively managed. Staff are provided with excellent professional development opportunities and this helps improve their effectiveness.
- The governing body works very effectively with the academy. They help lead improvement and share responsibility for planning.
- The academy has a strong commitment to working with and supporting other schools.
- The sixth form is good and improving rapidly. Achievement in vocational courses is outstanding.

## Information about this inspection

- Inspectors visited 45 parts of lessons, of which five were joint observations carried out with senior leaders.
- Meetings were held with senior and middle leaders, groups of students, and representatives of the governing body.
- Inspectors reviewed school documentation, performance data, records relating to behaviour and attendance, and they looked at samples of students' work. The schools' central record of checks on staff was also scrutinised.
- Inspectors took into account the responses of 43 parents to the online questionnaire (Parent View). They also considered the views of staff, including those expressed in 37 responses to the staff questionnaire.

## Inspection team

Nigel Boyd, Lead inspector

Seconded Inspector

David Hughes

Additional Inspector

Steven Cartlidge

Additional Inspector

Carol Worthington

Additional Inspector

Charlotte Evers

Additional Inspector

## Full report

### Information about this school

- Redhill Academy converted to become an academy school on 1 December 2010. When its predecessor school, Redhill School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The academy is larger than the average-sized secondary school.
- Most students are of White British heritage and almost all speak English as their first language.
- The proportion of students known to be eligible for the pupil premium (which provides additional funding for children in care of the local authority and pupils known to be eligible for free school meals) is close to the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Alternative provision, at Buxton Training Agency, offers a small number of students additional support and education.

### What does the school need to do to improve further?

- Further increase the amount of outstanding teaching by ensuring that all marking of students' work provides specific guidance on areas for improvement and students are given opportunities to respond to their teachers' comments.

## Inspection judgements

### The achievement of pupils is outstanding

- GCSE results have gone up every year since the academy was established and at a rate faster than the national average. Students typically start at the academy with attainment close to the national averages. By the end of Key Stage 4, attainment, including the proportion of students gaining five or more A\* to C grades at GCSE including English and Maths, is above average. The school's own predictions, based on examination modules already taken and accurate assessments of how well students are doing, show that students are on track to achieve even better results in 2013.
- Students make good and outstanding progress in individual lessons. This is reflected in data which demonstrates that the proportion of students making or exceeding expected progress in mathematics and English compares very well to national averages and is particularly high in English.
- The academy is careful to ensure that all learners are included equally in learning and provides high-quality support for them to do so when necessary. Teachers and support staff ensure that work is pitched at the right level and the extra help students get makes a lot of difference to how well they achieve. Consequently, disabled students and those who have special educational needs make similar progress to their peers.
- Senior leaders and heads of faculties monitor attainment and progress very closely and act quickly to address any concerns about individual students or groups. For example, the academy's pupil premium and Year 7 catch-up funding is used to provide additional and well-planned support for eligible students. The funding has been used to provide individual mentoring and additional tuition. This support has been effective in reducing the gap in attainment and progress in English and mathematics between these students' and their peers.
- There is very little difference in the progress made by different groups of students. Recent gaps in achievement between girls and boys have narrowed considerably. The gaps are now very small and much less than seen nationally.
- A small number of students attend alternative courses, away from the academy. Leaders monitor the quality of this provision carefully and these students progress well.
- Students benefit from an excellent range of initiatives to develop their reading, writing and communication. Teachers across all subjects are aware of the need to plan effectively for students to use these skills in lessons. Well-considered and effective reading support is provided for students that need it. Consequently, the majority of students read and write well and communicate confidently. This, alongside very effective teaching, contributes extremely well to students making better than expected progress in English. The academy is aware that the next stage will include the development of further strategies for numeracy skills. Plans are in place but are in their early stages and not yet fully implemented.
- Achievement in the sixth form is good and results are improving strongly. Approximately 45% of students stay on to attend the academy's sixth form. By the end of the sixth form, results are at least in line with, and often above, the national average for most subjects and students are making good progress from their starting points. Results are typically stronger in vocational subjects, in which students are making outstanding progress. The school's predictions, based on accurate assessments of how well students are doing, show that sixth form students are also on

track to achieve much improved results in 2013.

### **The quality of teaching** is outstanding

- The academy's records indicate that teaching is rarely less than good and often outstanding. This was confirmed during the inspection, where the teaching observed was consistently effective in capturing students' interest and engagement.
- Teachers plan lessons very effectively and they take account of students' abilities and prior achievements. As a result, lessons are pitched at an appropriate level and provide the right level of challenge. High-quality planning also ensures that lessons are well structured, stimulating and proceed at a fast pace which helps students to progress well.
- Teachers have very high expectations of all students. Students respond well to the work set and make excellent contributions to their own and each other's learning. They respond particularly enthusiastically to opportunities to work in pairs and small groups. Teachers provide students with some excellent opportunities to take control of their learning and work independently.
- Disabled students and those who have special educational needs receive high-quality support in lessons. Teachers and support staff work together effectively and help is matched well to students' needs. This ensures the students make progress in all subjects.
- Teachers provide high-quality constructive feedback to students verbally but written feedback, in the form of marking, is more variable. In the best practice, teachers' written comments, providing information to students on what they need to do to improve their work, often contributes to the progress they make. Students value this kind of feedback, particularly when they are given the opportunity to reflect and respond to the teachers' comments. However, this practice is not yet consistent across the academy.
- Students know what they are aiming for in terms of targets for each subject. Progress towards their targets is closely monitored and students are able to talk about the aspects of their work they need to develop in order to meet or exceed them.
- The academy makes good use of homework to reinforce and extend the work students do in lessons. Students value homework and say it makes a big contribution to their learning and progress.
- Teaching in the sixth form has been no better than good over time which is why achievement in the sixth form has not been outstanding as it is in the main school. However, teaching in the sixth form has improved and much of the teaching seen here during the inspection was outstanding. Consequently, sixth formers are now making excellent progress.

### **The behaviour and safety of pupils** are outstanding

- Students' behaviour and attitudes to learning are excellent. They attend regularly, arrive on time to lessons and follow the academy's expectations readily. Students' movement around the academy and behaviour in lessons is calm, considerate and courteous at all times.
- Students make excellent contributions to their own learning, take pride in their work and in their academy.

- Parents and carers, staff and students are all very positive about behaviour. Students are confident that they are safe in the academy. They are aware of most forms of bullying but say that they would benefit from more input on bullying in their lessons and assemblies. Students report that racist incidents or bullying of any kind are very rare and are dealt with quickly and effectively.
- Expectations for high standards of behaviour are applied consistently by staff and understood by students. Incidents of poor behaviour are rare and dealt with quickly, fairly and effectively. There is also a wide range of opportunities to be rewarded for positive work, behaviour and attendance. These are very much valued by the students.
- Students willingly give their time and have numerous opportunities to take responsibility. For example, all Year 11 students have the responsibility of listening to Year 7 students read on a weekly basis, during tutor time.

The academy chases up students with a history of poor attendance rigorously and, consequently, attendance levels are above average.

### **The leadership and management are outstanding**

- The Principal, Head of School and other leaders have an ambitious vision for the academy and they have secured a whole-staff commitment to achieve the best for all students. Leaders have achieved creditable increases in attainment and progress over time and they demonstrate a strong capacity to improve further.
- Well-developed systems and processes are used by leaders to check and evaluate the academy's performance. As a result, leaders have an accurate view of the academy's strengths and areas requiring further improvement. There are well-formulated action plans to ensure the academy develops further.
- The academy has a very accurate view of the quality of teaching and learning because leaders are skilled in making judgements on the quality of lessons. Inspectors carried out five joint lesson observations with members of the senior leadership team. The judgements of inspectors and leaders on the quality of teaching and learning matched in every case.
- Teachers and support staff comment positively on the opportunities they have for professional development and to develop their skills. The impact of training is reflected in the high quality of teaching and support seen in lessons. Staff morale is extremely high.
- The management of teachers' performance and pay progression is linked closely to academy priorities and the achievement of students.
- The range of subjects and courses on offer to students is a strong feature of the academy and plays an important part in helping students to achieve exceptionally well. The academy ensures that the individual needs of all students are met. In addition, there is an exceptional number of extra activities on offer to students outside the normal school day.
- A number of students take GCSE mathematics early. They follow a well-planned course matched to their needs, which increases their chances of getting a C grade.
- Students' spiritual, moral, social and cultural development is well supported through an exciting

range of opportunities, both in lessons and through extra-curricular activities. All students sign a pledge to commit to a range of spiritual, moral, social and cultural activities throughout their time in the academy. Last year, students raised a considerable amount of money for different charities, which they chose themselves.

- The academy works effectively with its local schools. The academy has strong links with its partner academy and has supported its transition out of an Ofsted category of concern. The 'Redhill Teaching Alliance' facilitates a support network and professional development for a group of over 30 neighbouring schools.
- As an outstanding school, the academy receives no significant external challenge and support.
- The responses from parents and carers were overwhelmingly positive about their children's experiences at the academy. The responses of staff were also extremely positive.
- **The governance of the school:**
  - Governors receive regular and comprehensive information from the Principal and other leaders. They know the academy very well and are fully aware of its strengths and areas for improvement because they visit regularly. Each member of the senior leadership team is linked with a governor, and meets with them regularly. This helps to provide governors with a strategic overview of all areas of the academy's work.
  - The governing body is closely involved in the academy's development and the improvement planning process. They help to set ambitious targets for the academy.
  - Governors have a clear understanding of the quality of teaching and performance management arrangements. They hold leaders to account for the way in which pay is linked to performance.
  - Governors ensure that resources are well managed and additional funding, such as the pupil premium, is targeted at the right students and is used effectively.

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

<b>Boarding/Residential provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.



## School details

<b>Unique reference number</b>	136361
<b>Local authority</b>	Not Applicable
<b>Inspection number</b>	412343

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1310
<b>Of which, number on roll in sixth form</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Hopkins
<b>Principal</b>	Andrew Burns
<b>Date of previous school inspection</b>	Not Previously Inspected
<b>Telephone number</b>	0115 9261481
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