

Inspection of Redhill Academy

Redhill Road, Arnold, Nottingham, Nottinghamshire NG5 8GX

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is Mike Hardy. This school is part of Redhill Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013.

What is it like to attend this school?

Redhill Academy provides an exceptional education for its pupils. The school's core principles underpin a firmly embedded culture of aspiration and inclusion. Staff proudly share the school's ambitious vision for all pupils to achieve well. Pupils thrive. They are very well prepared for their next stages in education and beyond.

Pupils are polite, respectful and tolerant. They wear their uniform proudly. The school is calm and orderly. Lessons are purposeful and free from distractions. Bullying and discrimination are not tolerated. Diversity is celebrated. At social times, pupils eat, play and socialise together happily.

The academic curriculum is very well supported by an extremely broad enrichment and extra-curricular programme. There are many opportunities for pupils to pursue their talents and interests. These include performing arts, sports and a wide range of clubs. These activities are enjoyed by many pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND).

Many pupils enthusiastically take on roles of responsibility, supporting the school and the wider community. These include house captains and diversity ambassadors and roles related to academic subjects. In the sixth form, school leaders represent their peers. They contribute to organising a range of projects that benefit all students.

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

The curriculum is exceptionally broad and ambitious. At key stage 3, pupils study a wide range of subjects in depth, exceeding the requirements of the national curriculum. The majority of pupils take the full range of English Baccalaureate subjects at GCSE. At key stages 4 and 5, there is an extensive range of academic and vocational courses available to pupils. Courses are well chosen to meet pupils' interests and aspirations. Pupils with SEND are very well supported to enjoy the same ambitious curriculum as their peers.

The curriculum is well established in all subjects. Committed and passionate staff continually review and refine curriculum plans. They make sure that the important knowledge and vocabulary that pupils will learn is clearly defined and sequenced. The concepts that pupils are taught become increasingly complex over time. There are many opportunities for pupils to revisit important themes. This supports pupils very well in making connections and remembering what they have learned. In the sixth form, subject curriculums are demanding. Students are challenged to gain a depth of knowledge and skills. This prepares them well for the demands of future learning and careers.

Expert staff deliver the curriculum consistently well. They use their extensive subject knowledge to explain new concepts clearly. Learning activities help pupils to gain knowledge securely. There are many opportunities for pupils to practise skills and gain fluency. Staff routinely check what pupils have learned. They address gaps and

misconceptions quickly and effectively. Staff design lessons carefully to meet the needs of all learners, especially those with SEND. Pupils' learning is secure across the curriculum. Pupils achieve exceptionally well.

The curriculum provides many opportunities for pupils to read. This helps pupils to develop reading fluency and vocabulary. They read from a range of interesting and challenging texts chosen to promote equality and diversity. Weaker readers receive excellent support to catch up quickly.

The vast majority of pupils attend school well. For those pupils who are absent too often, the school provides effective support to promote good attendance. High expectations and routines support pupils to develop highly positive attitudes to learning. A small number of pupils struggle to meet the school's high expectations. They benefit from excellent, personalised pastoral support that helps them to regulate their behaviour.

The curriculum for personal, social and health education (PSHE) is exceptional. Pupils learn how to maintain good physical and mental health and positive relationships. The curriculum reflects current issues to make sure pupils know how to keep themselves safe in the modern world. Pupils learn about British values and equality. In the sixth form, the PSHE curriculum is very well designed to prepare students for adulthood.

Pupils' personal development is further supported by an extensive careers programme. This provides all pupils with information about their future choices. Pupils have access to personalised advice. They have opportunities to meet with employers and education providers. In the sixth form, students enjoy work experience. They receive excellent support with applications to universities or apprenticeships.

The school is rightly proud to provide an exceptional education for its pupils. Staff, school leaders, governors and the multi-academy trust are ambitious. They all support the school's vision to continue to refine and strengthen its provision even further. There are many opportunities for staff to develop expertise at the school and within the trust. Staff enjoy working at the school and feel very well supported.

Safeguarding

The arrangements for safeguarding are effective.

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	136361
Local authority	Nottinghamshire County Council
Inspection number	10324128
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,583
Of which, number on roll in the sixth form	300
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
CEO of the trust	Andrew Burns
Headteacher	Michael Hardy
Website	www.theredhillacademy.org.uk/
Dates of previous inspection	12 and 13 March 2013

Information about this school

- The headteacher was appointed in 2020.
- The school is part of Redhill Academy Trust.
- Vocational courses in the sixth form are delivered at Oakwood Campus, Bewcastle Rd, Arnold, Nottingham, NG5 9PJ.
- The school uses three registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior school leaders and leaders from the multi-academy trust.
- The lead inspector met with the chief executive officer from the multi-academy trust and representatives of the local governing body, including the chair.
- Inspectors carried out deep dives in these subjects: mathematics, English, history, modern foreign languages and drama. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors met with pupils from a range of year groups, including pupils with SEND, to hear about their experiences at the school.
- Inspectors visited Oakwood Campus and spoke to sixth-form students there to hear their experiences of the school.
- Inspectors met with a range of teaching and non-teaching staff.
- The lead inspector spoke to some parents to hear their experiences of the school.
- Inspectors considered responses to pupil and staff surveys as well as Ofsted Parent View.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Keval Thakrar	Ofsted Inspector
Dick Vasey	Ofsted Inspector
Jonathan Keay	Ofsted Inspector
Debbie Ridley	Ofsted Inspector

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