

Inspection of Rednock School

Kingshill Road, Dursley, Gloucestershire GL11 4BY

Inspection dates:

21 and 22 November 2023

Overall effectiveness

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school teaches pupils that 'everyone matters'. It is a warm and welcoming place where everyone is accepted for who they are. Pupils play a role in creating a positive school culture. For example, they use assemblies to explain the impact of intolerant language.

Within each tutor group, the school creates supportive 'families'. These small groups of mixed-age pupils discuss and work together positively in tutor time. Year 9 pupils are proud to act as 'buddies' to Year 7 pupils. All of this helps pupils to develop friendships in different year groups and feel like they belong.

Pupils behave well in lessons and around the school. There are clear routines and expectations. When bullying is reported to the school, it is tackled swiftly. Thanks to trusting relationships between pupils and staff, pupils feel safe. This is a key reason why students decide to continue their studies in the school's sixth form, where their needs are well understood.

There is a growing range of clubs on offer, catering for different interests. The school provides interesting opportunities and challenges, such as the Duke of Edinburgh's Award or the chance to take part in a school musical.

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

From their arrival in Year 7, pupils read widely and often. During their time at the school, pupils develop a love of literature. Through stories, pupils learn about the range of human experience. This helps them to understand and relate to others. The school provides a phonics curriculum for those who do not yet read well. However, the curriculum is not informed by precise assessment of gaps in pupils' phonics knowledge and so does not target these directly.

Teaching supports pupils to learn ambitious vocabulary and concepts. This helps pupils to discuss the curriculum content intelligently and prepares them well for sixth-form study. The school uses the mantra: 'If you can say it, you can write it.' Pupils spend time talking about their learning before putting pen to paper. Many can explain difficult concepts clearly. Teaching supports pupils to write well in different subjects. Nonetheless, some pupils cannot write independently without this support, which sometimes limits opportunities for them to hone their skills.

Pupils study a broad curriculum. Most take GCSEs in several subjects that make up the English Baccalaureate. Nevertheless, pupils have not always chosen to continue with a modern foreign language. The school has addressed this by widening the range of languages offered. Therefore, pupils learn French, Spanish and German, before choosing one. This has helped to spark pupils' interest in language learning and take-up is rising rapidly.

The school places a high priority on meeting the needs of pupils with special educational needs and/or disabilities (SEND). Staff receive detailed, relevant training which helps them to understand pupils' different challenges. As a result, pupils with SEND usually follow and learn the curriculum successfully. The school recognises that pupils with SEND have not always received the support planned for them and that this has been frustrating for parents and carers. However, teaching has been reviewed and strengthened in response.

Pupils' learning is rarely disrupted. Parents, pupils and staff recognise that the standard of behaviour has improved following changes made to the way the school manages behaviour. Expectations of pupils have risen and systems are clear. As a result, pupils focus on the substance of their learning and are not distracted. The school is proactive in ensuring that pupils attend well.

The school provides a comprehensive curriculum for pupils' personal development. This includes age-appropriate learning about relationships, sex and health. Pupils learn to respect themselves and others. Careers advice and guidance is an integral part of the curriculum. Pupils have frequent encounters with different employers and education and training providers. There is a strong tradition of work experience which continues into the sixth form.

The curriculum is enriched through trips and competitions. Sports clubs are well attended. There is a wide range of clubs linked to curriculum subjects, such as book clubs for each key stage. Pupils take part in opportunities to get involved in the arts, or in technology. Despite this, a significant proportion of pupils report that they do not participate in these extra-curricular activities very often.

The governing body is highly skilled and effective. Governors know the school's strengths and challenges well. They plan strategically for the school's long-term future and champion the interests of disadvantaged and vulnerable pupils. The governing body is rigorous in assuring itself that decisions are having the right impact.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not recognise pupils' different starting points consistently well. Consequently, some teaching is not adapted in the light of what pupils already know and can do. For some pupils, this means that the curriculum lacks demand. For others, it means a lack of precise focus on important gaps in their knowledge. The school should ensure that teaching takes account of pupils' prior learning.

- Pupils do not make the most of the school's extra-curricular offer. While many participate well, there is a significant minority who do not get involved and so do not reap the benefits. The school should encourage more pupils, particularly disadvantaged pupils, to develop their talents and interests by taking up more of the opportunities provided.

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	115758
Local authority	Gloucestershire
Inspection number	10297926
Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	1,241
Appropriate authority	The governing body
Chair of governing body	Katie Norton
Headteacher	Mike Stratford
Website	http://rednockschool.org.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2023.
- The school uses one registered and three unregistered alternative providers.
- 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 held discussions with the headteacher, members of the senior leadership team and members of the governing body, including the chair. The lead inspector spoke with a representative from Gloucestershire local authority.
- Inspectors carried out deep dives in these subjects: English, science, geography, modern foreign languages and physical education. 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.
- 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 considered the responses to the online questionnaire for parents, Ofsted Parent View, including the free-text comments. Inspectors also took into account responses to surveys for pupils and staff.

Inspection team

Lydia Pride, lead inspector	His Majesty's Inspector
Mark Lees	Ofsted Inspector
John Weeds	Ofsted Inspector
David Simons	Ofsted Inspector
Simon Tong	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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