

Inspection of Redmoor Academy

Wykin Road, Hinckley, Leicestershire, LE10 0EP

Inspection dates: 14 and 15 September 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils and staff are very proud of their school. They say that this is a happy school. Staff care for pupils well. Older pupils recognise that the school has improved in the last four years. Pupils speak warmly of the support they receive.

Pupils and their parents and carers say that the school makes sure that pupils are safe. Incidents of bullying are rare. Pupils know what bullying is and are confident that adults would deal with it appropriately, should it happen. Pupils' conduct is polite. They behave well in lessons and at breaktimes. There is a calm and orderly feel to the school.

The school's values, 'Redmoor DNA', underpin the life of the school. Staff and pupils live these values daily. Staff nurture these values among pupils. Respectful relationships exist between staff and pupils.

The quality of education has improved since the last inspection. Staff have high expectations and pupils' learning and progress have improved. The climate for learning is positive and engaging.

Leaders are ambitious for everyone to do well in all aspects of school life. There is great loyalty and a genuine team spirit among the staff. This is a school that serves its community well.

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

Senior leaders have improved the school since the previous inspection, despite the COVID-19 (coronavirus) pandemic. They have set high expectations of staff and pupils. They have created and maintained a positive staff morale. Overwhelmingly, staff are upbeat about the school. The principal has set out a clear vision and direction.

Leaders have ensured that the curriculum is broad in its scope. Subject leaders identify the precise knowledge and skills that they want pupils to learn. They have ensured that their curriculum plans are well sequenced. Teachers have good subject knowledge and, for the most part, use this to ensure that pupils learn the intended knowledge and skills effectively. Occasionally, the work given to pupils is not demanding enough. For example, in mathematics, leaders have designed an ambitious and well-thought-out curriculum. On occasion, pupils do not always understand why they are repeating work in mathematics when they are ready to move on. In science, work given to some pupils is, occasionally, not demanding enough.

Teachers use assessment well to determine what pupils have learned and refine plans for pupils' next steps in learning.

Leaders are developing a culture that recognises the importance of reading and literacy. They support pupils whose reading is weak to become confident and fluent readers. Pupils value the morning session when tutors read the class book. Teachers help to broaden pupils' vocabulary.

Teachers support pupils with special educational needs and/or disabilities by adapting curriculum plans to meet their needs. These pupils receive effective support in lessons and make steady progress through the curriculum.

Leaders are addressing barriers to learning for disadvantaged pupils. Until the start of the pandemic, strategies to improve their attendance and achievement were proving successful. However, too many disadvantaged pupils are now regularly absent from school. This affects their learning and progress.

Pupils behave well. They conduct themselves positively around the school. They respond well to adults' high expectations. Low-level disruption in lessons is very rare. Leaders foster an inclusive ethos. There have been no permanent exclusions. The proportion of suspensions has reduced since the previous inspection. Staff and pupils say that behaviour has improved considerably.

Leaders work to promote pupils' personal development is strong. They actively promote understanding and respect. The curriculum for the school's personal, social, health, and citizenship education is well sequenced. Relationship, sex and health education is age appropriate. Pupils gain from well-planned careers advice and guidance. They comment positively about the opportunities to engage with employers. The school meets the requirements of the Baker Clause.

Governors and trustees are mindful of staff welfare, especially during the COVID-19 pandemic. They are ambitious for all pupils and the school community but their support and challenge to school leaders are not always sharp enough.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training and updates on safeguarding matters. They understand their responsibilities well.

Safeguarding leaders know pupils very well. They take the right steps to keep pupils safe. Leaders keep detailed safeguarding records. They work with external agencies when extra support is needed.

Leaders' analysis of local risks informs the teaching of personal safety. Staff teach pupils how to be aware of risk and keep themselves safe in different situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the curriculum implementation is securely embedded securely in all subjects. In a minority of subjects, the work given to pupils in some subjects does not consistently match the aims of the curriculum. Leaders need to ensure that in all subjects, teachers make appropriate pedagogical choices in implementing the curriculum so that pupils' work across the curriculum is consistently of a high quality.
- There are too many disadvantaged pupils who are persistently absent. This absence is having a negative impact on their learning and progress. Leaders need to continue to support and challenge parents whose children do not attend school regularly.
- Those responsible for governance do not consistently monitor and sharply evaluate different aspects of the school's work. As a result, they are not as effective as they could be in supporting and challenging leaders. Trustees and governors need to fully understand their responsibilities and develop their ability to more effectively challenge and support leaders to further improve the school.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137968
Local authority	Leicestershire
Inspection number	10199999
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	913
Appropriate authority	Board of trustees
Chair of trust	Christopher Kealey
Principal	Matthew Nicolle
Website	http://www.redmooracademy.org/
Date of previous inspection	15 – 16 November 2017 under section 5 of the Education Act 2005

Information about this school

- The school uses the services of four unregistered alternative providers. These are accessed through the Hinkley and Bosworth education partnership and are: Invent Learning, Generation Youth, Enstruct and TECK.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

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

- Inspectors met with the principal and other senior leaders. Inspectors met four members of the governing body, including the chair of trustees.
- Inspectors did deep dives in these subjects: English, mathematics, geography and art. Inspectors also looked at a range of subjects on the second day of the inspection. For each deep dive inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with groups of pupils to talk about the quality of education and other aspects of school life. Inspectors also met with a group of support staff and spoke with staff and pupils informally.
- Inspectors met with the special educational needs coordinator. Inspectors also met with the designated safeguarding leader and looked at safeguarding records.
- Inspectors reviewed a range of documents. They looked at the school's website and published information about the school's performance and policies.
- Inspectors observed pupils during lunchtime and breaktimes. They observed an assembly.
- Inspectors considered the views of 75 parents who completed the Ofsted Parent View survey, as well as the 58 text responses received. Inspectors considered the 44 responses to Ofsted's staff questionnaire. They reviewed the 66 responses to the pupils' survey.

Inspection team

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