

Redmoor Academy

Address: Wykin Road, Hinckley, Leicestershire, LE10 0EP

Unique reference number (URN): 137968

Inspection report: 14 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have high expectations for all pupils. They identify the difficulties pupils face and respond in ways that help them best. As a result, pupils who need extra help are well supported. Staff have the information and training they need to support pupils in lessons, including those with special educational needs and/or disabilities. Staff know pupils well and understand their individual needs. Teachers make adaptations that help pupils to succeed. Leaders check that support is impactful and make changes when needed. As a result, pupils stay on track and grow in confidence.

Leaders work in partnership with families. Effective communication keeps parents involved and informed. Leaders have close working relationships with external agencies to provide the right support for pupils, including those known to social care. This includes working constructively with the local authority. Alternative provision is used appropriately to support pupils' progress and wellbeing. The school maintains clear oversight of these pupils as valued members of the school community.

Funding for disadvantaged pupils is used effectively. It helps pupils to achieve well academically and take part in the wider opportunities the school offers.

Leadership and governance

Strong standard ●

Leaders have an ambitious vision for the school. They have a thorough understanding of the school's current position and its context. Decisions are rooted in what is best for pupils. Leaders are committed to embedding an inclusive culture at the heart of the curriculum, teaching and pastoral structures. This ensures that pupils feel valued and that their needs are met.

Leaders' actions have led to sustainable improvement. They use regular and systematic checks to understand how well the school is performing. Leaders review the impact of their actions carefully and adjust plans when needed. This means that improvement work is focused and makes a significant difference. Staff training is well planned and links directly to the school's priorities. As a result, staff develop their practice and pupils benefit from increasing levels of consistency.

Staff are very positive about the working environment created by leaders at the school. Leaders are actively considerate of staff wellbeing and workload. Leaders listen to staff and make decisions that help them manage their work. Those who are new to teaching are well supported and feel that the school has invested in developing their expertise. Staff feel respected and valued, which helps them do their best for all pupils, including those with special educational needs and disabilities.

Governors and trustees share school leaders' high expectations. They work collaboratively with leaders to develop the priorities for the school. Governors provide robust challenge. They understand their statutory responsibilities, and carry out these duties effectively.

Expected standard

Achievement

Expected standard 

Pupils securely gain the knowledge and skills they need for their next steps. Leaders check pupils' progress often and use this information to shape teaching and support. They ensure that pupils are well prepared for national tests and examinations. As a result, most pupils achieve outcomes above the national average. This is most notable for pupils with the lowest starting points. This reflects the school's effective approach to ensuring that its most vulnerable pupils achieve well.

The work produced by pupils is mostly of a high standard. Pupils with the lowest levels of reading and literacy benefit from well-targeted support outside of lessons. This is delivered by staff with specialist knowledge. Most pupils have secured basic knowledge in reading, writing and mathematics. When teaching is less effective, however, the development of these basic skills is not reinforced as consistently. As a result, gaps in knowledge are not identified or addressed as promptly. This means that a small number of pupils do not build their basic skills, particularly in writing, as securely as they could.

Attendance and behaviour

Expected standard 

Leaders set high expectations for attendance. There are clear systems to support regular attendance that staff understand and follow. Leaders understand the barriers to attendance that some pupils face. Leaders know why pupils are absent and act quickly to remove barriers, especially for the most vulnerable pupils. Over time, attendance has been in line with national averages. However, recently it has begun to decline. Leaders are taking the right steps to improve this.

The school is calm and orderly. Leaders communicate their expectations clearly so that they are understood by everyone. For example, changes to the mobile phone policy have been shared with pupils over time, so that pupils clearly understand the school's expectations. Pupils are polite and demonstrate respectful attitudes to staff.

Leaders' oversight of behaviour is systematic. They also respond to issues as they arise. Suspensions are below the national average. Leaders are committed to supporting pupils and do not give up on them. Leaders focus on reducing barriers so that pupils can take part in lessons and feel settled in school. Incidents of bullying or discrimination are rare. When they do happen, leaders deal with them effectively. Pupils understand this. They feel safe and well cared for.

Curriculum and teaching

Expected standard 

Leaders have developed a well-sequenced curriculum that clearly identifies what pupils will learn. The curriculum is designed so that every pupil has access to the subjects they want to study into key stage 4. Leaders make sure that teachers know their subjects well. This means that new knowledge is taught clearly and pupils can build their knowledge over time.

The curriculum is taught well most of the time. Leaders use a range of information to identify where teaching is strongest and where improvements are needed. They use this knowledge to plan appropriate training for staff.

Most teachers make highly effective choices about their teaching. Lessons follow a familiar structure. As a result, pupils know what is expected of them and are ready to learn. Teachers regularly check pupils' understanding in lessons. Where this is most effective, for example in mathematics, pupils learn quickly from their mistakes. When assessment is used less consistently well, errors are not corrected and pupils' progress is slower. The school provides support for pupils who need to strengthen their basic skills, including in literacy and reading.

Personal development and wellbeing

Expected standard 

Leaders have established a coherent programme of study to support pupils' personal development and wellbeing. They adapt the programme when pupils' needs are identified, such as teaching about staying safe around roads. The curriculum for personal, social, health and economic education is planned so that pupils develop their knowledge over time, including how to stay safe when online. Pupils' understanding of life in modern Britain is developing and reflected in their conduct and interactions with others. However, this understanding is not consistently deep for all pupils. Pupils demonstrate positive values and relationships with others. This is underpinned by 'The Redmoor DNA' of 'resilience, respect and responsibility'.

Pupils benefit from a well-considered variety of experiences beyond the classroom. There are a range of extra-curricular opportunities available to all pupils. Enrichment activities are varied to provide pupils with opportunities in science, technology, engineering and mathematics as well as arts, sport, leadership and civic activities. Leaders ensure that all pupils, including the most disadvantaged, benefit from this offer. Leaders have plans in place to broaden the offer further, making the most of new facilities at the school.

Pastoral support is a strength of the school. Leaders meet often to identify pupils who may require support and plan this help together. Staff work closely with pupils and their families. Staff respond quickly when they identify any pupils in need of support for their wellbeing. Pupils appreciate the support and care they receive.

Leaders have high ambition for their pupils and the local community. Pupils benefit from a well-considered careers programme, which is designed to raise their aspirations. Disadvantaged pupils and those with special educational needs and/or disabilities receive personalised advice. This programme provides pupils with important knowledge to make well-informed decisions. This helps pupils make a successful transition to their next steps. The number of pupils who go on to a sustained destination, such as education, training and employment, is above national averages.

What it's like to be a pupil at this school

Redmoor Academy is a positive and inclusive community. Pupils feel known and supported at school. They benefit from warm, respectful relationships with adults. Pupils appreciate the kind and supportive approach of staff and know that adults will help them when they need it. Pupils know what is expected of them and this enables them to engage with their learning. The behaviour of pupils creates a calm and respectful environment.

Leaders care for their pupils and staff know all pupils well. The school has high aspirations for pupils. Pupils enjoy their learning and make good progress from their starting points. They understand how to keep themselves safe, including when online. Leaders ensure that pupils build the knowledge and skills they need for their next steps. Pupils value the opportunities the school offers beyond the classroom, including the wider curriculum experiences that encourage them to develop new interests. Pupils appreciate the time and commitment staff give to these activities. Key stage 3 pupils look forward to the 'Redmoor enrichment course' which takes place during one week every year and provides opportunities to take part in activities and trips.

Pupils feel that they belong at this school. Leaders act quickly when pupils face barriers to their learning or wellbeing. Pupils who need extra help, including those with special education needs and/or disabilities, are supported well. As a result, pupils attend regularly and grow in confidence.

The school persists with pupils to secure the best outcomes for them. Leaders use positive relationships and tailored help to ensure that they are all supported. Bullying does not happen often. Pupils have confidence that staff will address issues if they arise at school. They get the support they need to be successful in school. Because of this, pupils are happy, safe and included.

Next steps

- Leaders should ensure that teachers consistently check pupils' work so that they develop the foundational knowledge and skills they need, including in language and communication skills.
- Leaders should ensure that pupils develop a deep understanding of the school's personal, social, health and economic education curriculum.
- Leaders should make sure that all pupils attend regularly so that they benefit from the school's curriculum and wider offer.

About this inspection

This school is part of The Futures Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Jupp, and overseen by a board of trustees, chaired by Anthony Fitzpatrick.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the principal, senior leaders and other staff during the inspection. They met with members of The Futures Trust, trustees and governors.

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.

The inspectors confirmed the following information about the school:

The school makes use of 1 alternative provision.

Principal: Matthew Nicolle

Lead inspector:

Helen Loader, His Majesty's Inspector

Team inspectors:

Janis Warren, Ofsted Inspector

Jenny Brown, Ofsted Inspector

Julie McBrearty, Ofsted Inspector

Emma Mason, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

951

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

925

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

22.40%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.68%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

18.51%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	46.4%	45.4%	Close to average
2023/24 (final)	47.5%	45.9%	Close to average
2022/23 (final)	44.2%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	47.9	46.0	Close to average
2023/24 (final)	47.6	45.9	Close to average
2022/23 (final)	46.2	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.23	-0.03	Close to average
2022/23 (final)	0.18	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	26.3%	25.8%	Close to average
2023/24 (final)	14.7%	25.8%	Below
2022/23 (final)	14.7%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.3	34.9	Close to average
2023/24 (final)	33.4	34.6	Close to average
2022/23 (final)	38.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.22	-0.57	Above
2022/23 (final)	0.05	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	26.3%	53.1%	-26.8 pp
2023/24 (final)	14.7%	53.1%	-38.4 pp
2022/23 (final)	14.7%	52.4%	-37.7 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	36.3	50.4	-14.1
2023/24 (final)	33.4	50.0	-16.6
2022/23 (final)	38.0	50.3	-12.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.22	0.16	-0.38
2022/23 (final)	0.05	0.17	-0.11

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	96%	91%	Above
2022 leavers (revised)	90%	93%	Average
2021 leavers (revised)	91%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.2%	8.1%	Close to average
2023/24 (3 term)	8.7%	8.9%	Close to average
2022/23 (3 term)	8.9%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.5%	21.9%	Close to average
2023/24 (3 term)	22.6%	25.6%	Close to average
2022/23 (3 term)	26.0%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



