

# Redland Green

## Inspection report

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<b>Unique Reference Number</b>	130914
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	315654
<b>Inspection dates</b>	21–22 May 2008
<b>Reporting inspector</b>	Timothy Gilson

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	380
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annemieke Waite
<b>Headteacher</b>	Sarah Baker
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Redland Court Road Redland Bristol BS6 7EH
<b>Telephone number</b>	0117 3533200
<b>Fax number</b>	0117 3533200

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Redland Green School is a new 11-16 school. The school currently only has students in Years 7 and 8. The school is in a federation with the Redland Green Post-16 Centre, which shares the same site, governing body, headteacher and staff. Redland Green School moved to its new site in September 2007. A secondary special school, Claremont School, for students with profound and multiple learning difficulties, is located on the same site. Redland Green draws students from a very small catchment area of within 1.5km from the school.

This inspection was co-ordinated with the inspection of Redland Green 16-19 Centre.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Redland Green School is a good school at a very exciting stage of its development. Students, staff and parents share a clear sense of optimism and enthusiasm. Student achievement is good; students make good progress and are on track to meet challenging targets when they take national tests at the age of fourteen. Students are very proud of their new school and its dramatic new building. Parents, many of whom campaigned and worked very hard to establish the school, are fully supportive of the way it is developing. 'My child really enjoys secondary school. I think the staff have done an amazing job setting up the school from scratch,' is a typical comment. Leaders at all levels in the school share a common vision and clear sense of purpose. The complex requirements involved in establishing a new school have been well managed. Leadership and management are good. The strategic leadership of the governors is outstanding; they and the school leadership team have worked tirelessly to create the Redland Green School. The middle leaders have quickly become a cohesive and supportive team. The shared determination to establish Redland Green as a good school, and the evidence of targeted intervention to raise standards, mean that the school has a good capacity to improve. School leaders have worked hard to establish a range of positive partnership arrangements with other schools. The school's self-evaluation is satisfactory in that the school has a generally accurate view of its strengths and weaknesses, although procedures for lesson observation are insufficiently robust.

Students' personal development and well-being are good and their spiritual, moral, social and cultural development is outstanding. Students value the opportunities they have to make a contribution to the development of the school and feel that they are listened to and involved. 'This is a happy place where teachers listen,' reported one student. Student behaviour is good and students clearly enjoy school. There is a calm and purposeful atmosphere and very positive relationships between staff and students. While there is some good and even outstanding teaching, some inconsistencies in the quality of teaching mean that it is satisfactory overall. Marking and assessment procedures are insufficiently rigorous in some subjects and do not always help students know what they need to do to improve. The school has established a good curriculum with a very wide range of valuable extra-curricular activities.

Redland Green is a school that really cares for its students; students with learning difficulties and/or disabilities receive outstanding support and as a result make good progress. Induction arrangements are well managed and students have settled in very quickly. Students value the contribution of a wide range of support staff.

### What the school should do to improve further

- Improve the quality of marking and assessment so that students are aware of what they need to do to improve across all subjects.
- Strengthen procedures for the monitoring of teaching and learning to inform improvements to teaching and the sharing of good practice.

## Achievement and standards

### Grade: 2

Students achieve well. Although the school does not yet have any results of national tests to use as a marker for judging standards, inspection evidence and the school's own information demonstrate that students are making good progress overall and attaining standards that are

above average. Effective teaching and detailed tracking of students' progress mean that students make the best progress in mathematics. Students' good personal development, their enjoyment of learning and the positive relationships between students and staff are key factors underpinning the good progress students make in their learning.

The school has made good use of data to set challenging targets for students as they progress towards the Key Stage 3 national tests. Students with learning difficulties and those with disabilities make good progress due to the outstanding care that they receive.

The school has identified that girls make better progress than boys and has made appropriate interventions to prevent some boys falling behind with their learning.

## **Personal development and well-being**

### **Grade: 2**

Students' personal development is good. They demonstrate their very good social skills in all their school activities. Students have a very good understanding of cultural diversity, enhanced through their participation and enjoyment of a good range of experiences that cross ethnic and cultural divides. This helps them to understand the beliefs of members of different faiths.. Students confidently express their personal opinions and ideas both in and out of their lessons. They respect peoples 'differences and many help and support each other through, for instance, the activities of the student research council. Members of the council have developed a healthy lunch menu and contributed ideas to the decoration of the new building. Students make a very positive contribution to their school community and the one that surrounds them. This includes successfully raising money for local charities.

Students are thoughtful and considerate. Behaviour is, for the most part, good and the school is a very safe place. At break time, students' social interactions are very good and they play extremely well together. There is a clear intolerance of bullying, which students say is very rare. The site is free of litter, and is obviously valued and well cared for by the students.

Attendance is good and students say that they enjoy coming to school. Many particularly enjoy enrichment activities in sport and the arts, reflecting their very good commitment to developing healthy lifestyles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The overall quality of teaching and learning is satisfactory. There is some outstanding teaching and in these best lessons, a brisk pace and opportunities for independent learning enable students to make very good progress. However, this quality of teaching is not yet established consistently across the school. In too many lessons students are not sufficiently challenged and kept on task and as a result progress is less rapid. Whilst teachers' planning is generally good, on occasions teachers try to include too many separate activities and the learning focus of the lesson is lost. Students' positive attitudes to learning and good relationships between students and teachers are key factors in supporting good progress.

Marking and assessment are not consistently well used to enable students to consolidate learning. Marking policies are not sufficiently well embedded in all subject areas and some assessment practice lacks rigour. Although marking is sometimes thorough and provides valuable

guidance for students, too often it is superficial. This means that students do not always gain an accurate picture of how well they are doing or understand what they need to do next to improve their work. This includes improving the quality and presentation of their written work.

The school has a well established programme for developing students' personal, learning and thinking skills which is embedded in all lessons. Students are self-confident and articulate, and are developing their skills as reflective and collaborative learners.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum matches students' needs well. The school ensures that gifted and talented students and those with learning difficulties and/or disabilities have opportunities to make good progress. There is a very clear and consistent focus on the development of personal, learning and thinking skills in all subject areas; this means that students are becoming more reflective and thoughtful learners. The school has introduced an innovative approach to teaching modern foreign languages in Key Stage 3 with a new language introduced each year. This is intended to maximise uptake of languages in Key Stage 4. Students for whom English is an additional language are able to access all areas of the curriculum as a result of the help and support they receive. The school is responsive to student requests and feedback when reviewing provision.

Development plans for the 14-19 curriculum are well advanced, and this new provision is designed to enable many students to combine vocational and academic learning successfully. The emphasis on personal, learning and thinking skills, and effective provision for literacy, numeracy and information and communication technology (ICT) mean that students are developing well workplace and other skills that contribute to their future economic well-being. The curriculum supports well students' personal development particularly the good encouragement to students to adopt a healthy lifestyle through physical education and other sporting activities. Many students learning is enriched through their participation in a wide range of extra-curricular activities.

## **Care, guidance and support**

### **Grade: 2**

Students are very well cared for and supported. Teachers are committed to the safety and health of the students which is reflected in clearly established safeguarding systems.

Students who may be at risk are treated with great care, and the school has very close links with outside agencies that support both the children and their families. Students with statements of special educational need, and those for whom good behaviour is a challenge, are given outstanding support and care. There is an effective and formidable team of support assistants that the students often look to for help and guidance. They work across all subjects and provide specific help in many areas of school life. Students with learning difficulties and/or disabilities make good, and sometimes, outstanding progress due to the well focused support they receive.

The academic guidance given to students is not always as helpful as it might be, however, and the standard of marking and assessing work is not uniform across all subjects.

## Leadership and management

### Grade: 2

Leaders at all levels share a common sense of purpose and determination to establish Redland Green as a successful, happy school. The headteacher is highly regarded by members of staff, who value her open and consultative approach. The cohesive senior leadership team is effectively establishing the positive ethos of Redland Green School and securing the focus on raising standards. The committed team of middle leaders are working positively together to ensure best practice is shared and embedded across the curriculum.

The school's self-evaluation is generally accurate. Judgements, however, on the quality of teaching and learning are less securely rooted in a wide range of evidence than judgements on other aspects of the school's work. For this reason the school's processes for judging how well it is doing are satisfactory. The school knows that strengthening monitoring and evaluation of lessons is a priority with the outcomes being used to improve the quality of teaching and learning, including through the sharing of good practice.

Senior leaders have established an effective system for tracking students' progress based on the limited data available to school and have used it to make appropriate interventions with individual students. With the number of new members of staff increasing rapidly, securing consistency for example in assessment and marking is a key issue for the school. Senior leaders have set challenging targets aimed at raising standards.

The school has worked well with a range of partners in the management of the creation of the new school and the federation arrangements with the North Bristol 16-19 Partnership and other partner schools.

Governance of the school is outstanding. The governing body has demonstrated a persistent determination and vision in establishing the school and it continues to provide very effective support and challenge.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

28 May 2008

Dear Students

Inspection of Redland Green School, Bristol BS6 7EH

Thank you very much for making us so welcome when we visited your school recently. This is a very exciting time to be at Redland Green School as it becomes established on its innovative new site. It is clear that Redland Green School is a good school. The staff and the school governors have worked incredibly hard to help you settle into your new school and develop its distinctive ethos.

Your behaviour and attendance are good. It is clear that you enjoy school and you make the most of the extra-curricular activities that the school offers. The care your teachers and other staff show you is good. The school has a good curriculum. You make good progress in your lessons because of the effective working relationships you have with your teachers and your confident, positive approach to school. In order to improve, we have asked the school to assess and mark your work more rigorously, so that you know exactly what you need to do to improve. You can help by taking care over the presentation and completion of your written work both in lessons and at home. We have also asked that school leaders closely monitor all aspects of the school's work equally well, so that they can maintain an accurate ongoing view of how well the school is operating and make any necessary improvements.

I wish you all the very best for the future in your new school.

Yours sincerely

Tim Gilson Lead inspector



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Lead inspector