

Archbishop Sentamu Academy

Inspection report

| | |
|--------------------------------|----------------------------|
| Unique Reference Number | 135598 |
| Local Authority | Kingston upon Hull City of |
| Inspection number | 361300 |
| Inspection dates | 6–7 April 2011 |
| Reporting inspector | Susan Bowles HMI |

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

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|--|----------------------------------|
| Type of school | Academy |
| School category | Non-maintained |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 1050 |
| Of which, number on roll in the sixth form | 33 |
| Appropriate authority | The governing body |
| Chair | Mr Richard Frith |
| Principal | Mr Andrew Chubb |
| Date of previous school inspection | Not previously inspected |
| School address | Hopewell Road Hull HU9 4HD |
| Telephone number | 01482 781912 |
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| Email address | info@sentamuacademy.org.uk |

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Introduction

This inspection was carried out by three of Her Majesty's Inspectors and an additional inspector. In total, 27 lessons were observed and 27 teachers seen. Meetings were held with groups of pupils, members of the governing body and some staff. Inspectors observed the school's work, and looked at information about outcomes for different groups of students, some policies and records of care, support and guidance for students. They also looked at the academy's monitoring of provision and plans to improve, and questionnaires returned by students and staff as well as 82 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

-Students' achievement in English and mathematics, to determine how well the academy improves skills in literacy and numeracy

- The engagement and achievement of higher prior-attaining students, especially boys, to determine how far teaching and the curriculum meet students' needs and interests
- Attitudes to learning, attendance and behaviour, to determine the effectiveness of teaching and systems for care, support and guidance
- How effectively leaders and managers at all levels are improving the quality and consistency of teaching and learning.

Information about the school

Archbishop Sentamu Academy is sponsored by the Church of England through the Diocese of York. It opened in September 2008. Nearly all students are of White British heritage and there are very few who speak English as an additional language. The proportion of students with special educational needs and/or disabilities is well above average although the proportion with a statement to meet their special educational needs is below average. The proportion of students known to be eligible for free school meals is more than twice the national average.

The academy is of average size for a secondary school. The number of students on roll is growing, including in the new sixth form. It is currently housed in the buildings of its predecessor school, but new premises are expected to open in 2011. The academy has specialisms in health science and business and enterprise. Its partners include the National Health Service and the Career Academy Board as well as the city council and Hull University. A number of new staff joined the academy in September 2009, and there have been several new appointments to the senior leadership team.

A monitoring visit in February 2010 judged the academy to have made good progress. Priorities for further improvement were:

- raising standards particularly in English and mathematics
- increasing the proportion of lessons in which learning is good, to accelerate students' progress further.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Archbishop Sentamu Academy provides a good quality of education. Within its first two years, it has developed some outstanding features and established a strong ethos reflecting its Christian values. Outcomes are mainly good, and students' confidence in their safety is exceptionally strong. Systems for care, support and guidance are highly effective and the academy works very well with its partners to promote the progress and welfare of its students. As a result, achievement and enjoyment have rapidly improved for every group of students. The academy promotes equal opportunity outstandingly well. Its motto, "Aspire, Serve, Achieve", is increasingly meaningful to a great many students, who do their best to help their academy.

The academy's leaders and managers evaluate the academy rigorously and the inspection confirmed many of the judgements made in the self-evaluation. They drive improvement with determination. By adapting the curriculum to students' needs and interests, and offering effective extra help, they have ensured better engagement and rising aspirations. Students' attainment by the end of Year 11 has risen more rapidly than the national rate and shows no signs of slowing down. The number of students not progressing to further education, employment or training (NEET) has dramatically reduced. Time lost from learning due to persistent absence or exclusions has dramatically reduced. The new sixth form meets the needs of its small first cohorts and is growing well. The specialism has a positive influence on students' knowledge about health and enterprise. Promising work is being done to improve literacy, numeracy and other skills across the curriculum. Through careful monitoring and effective professional development, the quality of teaching has improved, so that students now make good or better progress in the large majority of lessons. However, students' overall attainment and attendance are average, and standards of attainment in English and mathematics remain below average. Teaching is good, but teachers' use of assessment to plan for students' different needs is inconsistently effective. At times, because all in the class were set the same task, some students did not progress as rapidly as possible. Marking and feedback do not consistently help students understand what they need to do next. Leaders and managers have clear sight of what needs to be done next, and the significant improvements made, including in English and mathematics, indicate good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment further, especially in English and mathematics.
- Improve the use of assessment, by ensuring that:
 - all teachers plan lessons that meet the full range of needs in the class more effectively, including those of higher-ability students.

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- ensuring that marking and feedback help students to understand and take the next steps in learning.

Outcomes for individuals and groups of pupils

2

The quality of students' learning is good. Good behaviour and positive attitudes to learning are expected and nearly always shown. Students co-operate and concentrate well and enjoy the fun moments. When given suitably structured opportunities, they rise to higher challenges, work independently and reflect thoughtfully. Students' attainment is average and improving across the board. The academy has narrowed the gap between boys' and girls' attainment. All groups do at least as well, overall, as similar students in other schools, because the academy adapts provision well to their needs and provides determined support at the first sign of underachievement. However, attainment in English and mathematics is still below average. When all subjects are taken into account, the progress students make is outstandingly good. In the key subjects of English and mathematics, progress has been satisfactory, but is improving well. Every group of students makes at least good progress, including those with special educational needs and/or disabilities. Higher prior-attaining students, whose progress has been in line, were the exception. This year, more students are on track to attain GCSE grades B, A or A* than in previous years.

Students' very strong sense of safety is founded on firm, fair discipline. Any poor behaviour or bullying is dealt with promptly and decisively and, as one student put it, 'They help you be good'. The sensitive care and consistent guidance students receive develops very good understanding of how to keep themselves safe. Students help make the academy a caring community and show concern about global problems. Their spiritual, moral and social development is good. There is respect for the Christian values which underpin the quality of life in the academy, although students are sometimes uncertain about discussing their views. Cultural sensibility is developing. Students have accurate knowledge about how to lead a healthy life, but not all choose to act on it. They gain useful experience of the world of work, but skill levels and attendance are such that prospects for future economic well-being are only satisfactory.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is good, including in English and mathematics. In the large majority of lessons teachers promote high levels of motivation, interest and concentration through varied and enjoyably active tasks. Teachers expect and get good commitment; they continually monitor the students' progress and provide support and encouragement where necessary. Modern technology is used to help learners visualise unfamiliar concepts. The long lessons are structured well and give students good opportunities to consolidate their learning, for example through group-work which enables them to solve problems collaboratively, research independently and learn from each other. Probing questions involve the full class and challenge the students to think, use what they have learned and give reasons for their answers. Students' behaviour is managed well in a climate of justified praise and reward. Teachers remind students to write in reasoned and punctuated sentences. As a result, in the many good lessons observed, all groups of students made good progress.

Inconsistently effective use of assessment sometimes limits the impact of teaching. Teachers use some good strategies to involve students in reflecting on what they have learnt in a span of time and what they need to do next. On the other hand, over-lengthy explanations of criteria occasionally slow the pace of learning. Sometimes teachers are less effective in guiding discussion or self-evaluation. In too many lessons, students do the same tasks irrespective of their abilities. Some students make only satisfactory progress

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because they have to work through all tasks before they get to those which provide them with sufficient challenge to accelerate their progress. There is also inconsistency in the quality of marking, across the academy and within departments. There are very good examples where marking is regular, celebrates what has been achieved and gives useful pointers on how to improve, for example in modern foreign languages. When this is the case, students' work is well-presented and shows obvious pride. However, some marking is cursory, with comments and targets which refer to general presentation but give little subject-specific advice on how to improve.

The curriculum is well-matched to students' needs. The mix of functional, vocational and more traditional GCSE qualifications has helped to raise students' achievement. A thematic course for Year 7 is developing their social and basic skills. Reading interventions have shown a positive effect, and an imaginative cross-curricular approach is now being taken to improve writing skills. Practical learning about health science, fitness and enterprise is well-interwoven in the curriculum. So too are spiritual, social and moral issues, and the global perspective. Students are offered broad choices: they can learn Chinese as well as European languages, motor engineering and construction. Whether students study at college or within the academy's own alternative provision, their progress and the quality of provision are carefully monitored.

The quality of care, guidance and support is outstanding. The priority given to well-being can be felt like a heartbeat throughout the academy. The inclusion team works through a house system in a highly cohesive and integrated way. Students' progress is carefully tracked. Form tutors, learning mentors and teaching assistants work together very well, alongside parents and carers, to support individuals and groups. They use a wide range of strategies, including raising staff awareness of how to provide for particular needs. Parents and carers are regularly updated about their children's progress. By the age of 16, students show a well-informed understanding of how to pursue their aspirations. Arrangements for safeguarding are effective. Through surveys, and in their discussions with inspectors, students show high confidence in the quality of care. They particularly appreciate how rapidly and supportively adults tackle their individual concerns. The effect is clearly evident in the significantly-improved attendance, the reduction in persistent absence, exclusion, teenage pregnancy and NEET, and the good achievement of vulnerable students.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

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How effective are leadership and management?

Clear improvements in the quality of teaching have been brought about by a steady focus on the impact that teaching has upon learning. Leaders have an accurate understanding of what makes good and outstanding teaching. Middle leaders have been trained to take part in the wide-ranging monitoring and are increasingly effective in leading improvement in their teams. Monitoring is used well to determine training and guidance for teachers and these have had a positive effect on practice. As a result the quality of teaching has improved since the monitoring visit a year ago. The school has a thorough understanding of the strengths in teaching within the school and what it needs to do next to improve further.

Governors have successfully brought together sponsors, partners and, increasingly, parents and carers to shape the academy's inclusive and transformational vision. Challenging targets have been set and met, with a clearly positive effect on outcomes. There is ample evidence that the attitudes of parents, carers and students towards the academy have improved and are firmly in favour of its approaches. The stringent use of benchmarks has ensured that self-evaluation is rigorous and the ambition to maximise the achievement and well-being of every student remains strong. Leaders and managers work very effectively with partners to enrich students' learning and raise their aspirations, for example through high-quality resources, work experience and mentoring. This reflects the strong emphasis on promoting equal opportunities and tackling discrimination in academy policies and practices. The action plan for promoting community cohesion, based on a systematic audit and evaluation of provision across all the dimensions of cohesion and at levels of community, has been written. The early steps taken have already earned the academy the International Schools Full award and, last year, the International Secondary School of the Year award.

Through their link roles, governors monitor the effectiveness of the academy, using indicators and contact with students and staff. Training has strengthened governors' understanding of safeguarding and child protection, and safeguarding procedures are effective. The governing body has initiated a cycle of checks on how well its policies are working.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Sixth form

The sixth form opened two years ahead of schedule, in 2009, to meet the needs of a small group of students studying health and social care at Levels 2 and 3. In its second year, a business studies course has started and student numbers have nearly doubled. Retention is good, although attendance varies. Results have yet to be validated externally, but the academy's assessments indicate that students have made positive progress and some have done well. Provision is carefully-tailored to their individual needs. Learning is well-guided and enriched with stimulating visits. Progress is supported by individual tutoring in mathematics and English, good engagement with parents and carers and very strong pastoral care. The sixth-form centre provides suitable study facilities. Students look after it responsibly and take pride in their own business-like presentation. Good leadership is further reflected in the well-considered planning to meet the needs and interests of a far wider range of students now in Year 11.

These are the grades for the sixth form

| | |
|---|----------|
| Overall effectiveness of the sixth form | 3 |
| Taking into account: Outcomes for students in the sixth form | 3 |
| The quality of provision in the sixth form | 3 |
| Leadership and management of the sixth form | 2 |

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

The response rate to the questionnaire for parents and carers was low. The views given reflect the academy's own surveys, strongly supporting the work of the academy. Few concerns were raised in the 82 questionnaires received. A small minority did not feel the school helped their children to have a healthy lifestyle, although no particular reasons were mentioned. Inspectors judged that students are provided with good information, opportunities and encouragement to live healthily. As a result, students show good understanding of how to be healthy, both physically and emotionally, and why it is important to them. However, not all choose to make the most of their opportunities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Archbishop Sentamu Academy to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 1050 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 24 | 29 | 49 | 60 | 9 | 11 | 0 | 0 |
| The school keeps my child safe | 23 | 28 | 55 | 67 | 3 | 4 | 0 | 0 |
| My school informs me about my child's progress | 34 | 41 | 45 | 55 | 2 | 2 | 1 | 1 |
| My child is making enough progress at this school | 34 | 41 | 44 | 54 | 3 | 4 | 1 | 1 |
| The teaching is good at this school | 25 | 30 | 55 | 67 | 2 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 21 | 26 | 57 | 70 | 3 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 11 | 13 | 59 | 72 | 10 | 12 | 1 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23 | 28 | 51 | 62 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 22 | 27 | 57 | 70 | 2 | 2 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 28 | 34 | 46 | 56 | 8 | 10 | 0 | 0 |
| The school takes account of my suggestions and concerns | 19 | 23 | 56 | 68 | 7 | 9 | 0 | 0 |
| The school is led and managed effectively | 20 | 24 | 58 | 71 | 4 | 5 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 37 | 45 | 38 | 46 | 5 | 6 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 April 2011

Dear Students

Inspection of Archbishop Sentamu Academy, Hull, HU9 4HD

Thank you for your help with the recent inspection. I write to let you know of the main findings.

Archbishop Sentamu Academy is a good place to learn. It works outstandingly well, with its partners, to promote equal opportunity and to care for, support and guide you. You made clear that you feel extremely safe because poor behaviour is not tolerated and you learn the skills to handle difficulties. Outcomes are mainly good. This includes achievement, which has improved rapidly for all groups of students. Attendance has improved and is average. You made clear that the staff go out of their way to help you make the most of your opportunities, and your own attitudes to learning are good. The new sixth form meets the needs of its first small groups of students and is growing. You showed us you are committed to your academy and its quest to 'Aspire, Serve and Achieve'.

Teachers have worked hard to make learning more interesting, lively and relevant. You now make at least good progress in the large majority of lessons. The results recently attained by Year 11 were broadly average, although lower in English and mathematics. If you are to have the best opportunities when you leave school, these need to improve further. Some of you are at times not fully challenged by the tasks you are set or the comments on your work. These are the next priorities for the academy.

- Raise attainment further, especially in English and mathematics.
- Improve the use of assessment, by ensuring that:
 - all teachers plan lessons that meet the full range of needs in the class more effectively, including those of higher-ability students
 - marking and feedback help students to understand and take the next steps in learning.

I wish you every success in rising to the challenge.

Yours sincerely,

Susan Bowles

Her Majesty's Inspector

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