

# The Ridings Federation Yate International Academy

## Inspection report

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<b>Unique reference number</b>	135943
<b>Local authority</b>	N/A
<b>Inspection number</b>	381971
<b>Inspection dates</b>	26–27 April 2012
<b>Lead inspector</b>	Christopher Russell HMI

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>	Academy
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	844
Of which, number on roll in the sixth form	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jude Enright (Chair of the academy's Governing Body)
<b>Headteacher</b>	Roger Gilbert (Principal)
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Sunridge Park Yate BS37 4DX
<b>Telephone number</b>	01454 862626
<b>Fax number</b>	01454 862627
<b>Email address</b>	office@trfyia.org.uk

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<b>Age group</b>	4–19
<b>Inspection date(s)</b>	26–27 April 2012
<b>Inspection number</b>	381971



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## Introduction

Inspection team

Christopher Russell

Her Majesty's Inspector

John Seal

Her Majesty's Inspector

Beverley Strange

Additional inspector

Alan Jones

Additional inspector

This inspection was carried out with two days' notice. 34 lessons were observed, taught by 32 teachers. Meetings were held with pupils, staff, the Chair of the academy's Governing Body and the Chief Executive Principal of the federation. Inspectors took account of the responses to the on-line (Parent View) survey in planning the inspection, observed the academy's work, and looked at a wide range of documentation including 330 questionnaires completed by parents and carers, and others completed by staff and pupils.

## Information about the school

The Ridings Federation Yate International Academy opened in September 2009 in the same buildings as its predecessor secondary school. The academy will transfer to new accommodation in July. The Principal was the headteacher of the predecessor secondary school; most staff also transferred. In September 2011 the academy incorporated Woodlands Primary School to become an all-through academy for pupils aged 4 to 19. The academy's specialisms are in sport, health and science. The academy currently meets the government's floor standards, which set minimum expectations for pupils' attainment and/or progress.

The academy is smaller than average. The proportion of pupils known to be eligible for free school meals is broadly average. The proportions of pupils from minority ethnic groups or who speak English as an additional language are low. The proportion of disabled pupils and those who have special educational needs is average. The academy houses a 4–19 hearing impaired resource base which caters for eight pupils.

The academy works within a federation with another local academy. Leadership of the federation is provided by a Chief Executive Principal. There are two elements to the academy's governance: The Ridings' Federation of Academies Trust and the academy's governing body. A number of specific posts have been established across the federation; these include several advanced skills teachers. The federation operates a collaborative sixth form across its two academies: some students follow courses at the federation's other academy.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a satisfactory academy. The academy is not yet good because its primary provision is not as effective as its secondary provision. Provision in the hearing impaired resource base is outstanding. This is a caring and inclusive academy; staff are committed to meeting the needs of every pupil. The academy's growing effectiveness is reflected in its increasing popularity. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The academy's secondary provision is now good. Students are well taught. GCSE examination results have improved and students make particularly strong progress in English. The sixth form is satisfactory but improving quickly.
- The academy's primary provision is now securely satisfactory. It has improved rapidly in the eight months since it became part of the academy. Primary teaching is improving, although it is still variable in quality. Primary pupils are increasingly achieving more; they achieve most in Reception and Year 6.
- Behaviour has improved. Pupils behave well, have positive attitudes to learning and feel safe; the academy is a calm and pleasant place. Attendance has also improved and is particularly high in the secondary phase. Leaders work very closely with parents and carers.
- The academy's improvement is the result of clear and very effective leadership. Senior leaders have an accurate and realistic understanding of the academy's strengths and weaknesses; they are doing everything necessary to secure further improvement. Any less-effective teaching is tackled systematically and a range of support is driving up quality. Data about pupils' performance are analysed very carefully to ensure that everyone is doing well. However, not all lessons challenge higher ability pupils fully. The recent incorporation of the primary phase was managed skilfully.

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## What does the school need to do to improve further?

- Improve the effectiveness of the primary section of the academy by:
  - eliminating any inadequate primary teaching by July 2012
  - ensuring that teachers provide pupils with high quality support to help them to learn to read
  - ensuring that all lessons are correctly matched to pupils' needs and abilities
  - ensuring that teachers do not spend too long talking to the whole class.
- Ensure that lessons across the academy challenge higher ability pupils fully so that they are able to achieve as much as other pupils.
- Improve provision in the sixth form by:
  - developing the information, advice and guidance that staff provide for prospective sixth formers to ensure that all students follow courses that enable them to achieve as much as possible
  - developing the way in which staff use data about students' achievement so that it is as good as in the rest of the academy.

## Main report

### Achievement of pupils

Responses to the inspection questionnaire and to the academy's own surveys show that most parents and carers are happy with the progress that their children are making. Inspectors found that pupils' progress is improving, but variable across the academy.

Children join Reception with skill levels below those expected for their age, particularly in their literacy and mathematical skills. They make good progress in the Early Years Foundation Stage (Reception), although many have not completely caught up by the beginning of Year 1. Progress through the remainder of the primary section is variable: pupils typically make satisfactory progress, although they make more rapid progress in Year 6. As the primary section was only incorporated into the academy in September, it is not yet possible to judge pupils' reading standards at the end of Year 2 and Year 6. The academy's tracking data, along with inspectors' observations, show that pupils' reading skills are improving, but they are generally below average.

From starting points in Year 7 that are significantly below average, students now make good progress as they move through Key Stages 3 and 4. GCSE examination results have improved and were broadly average last year. Many more students now achieve five or more A\*–C grades including English and mathematics. The academy is on track to make further improvements this year; many Year 11 students have

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already achieved qualifications through early examination entry. Inspectors also observed a number of lessons in English and other subjects which were providing good support to help students to develop their literacy skills.

Sixth form students make satisfactory progress. They typically join the sixth form with below-average GCSE results. Their examination results at the end of Year 13 are also below average, although students taking examinations this year are on track to achieve more than students who took them last year. Retention of students in the sixth form has also been relatively low, but has improved this year.

The academy is a very inclusive environment and individual pupils are supported well. Every single Year 11 student gained five or more GCSE passes last year – an impressive feat. Pupils who are known to be eligible for free school meals make similar progress to other pupils. Disabled pupils and those who have special educational needs often make better progress than other pupils. Pupils in the hearing impaired resource base make outstanding progress.

### **Quality of teaching**

Responses to the inspection questionnaire show that parents and carers feel that their children are taught well; most pupils agree. Teaching in the secondary phase has improved significantly and is now typically good; inadequate teaching is now extremely rare. There have also been improvements in sixth form teaching and much is now good. Leaders have, however, recognised the need to sharpen the academy's guidance to prospective sixth formers to ensure that students select courses that match their interests, needs and abilities.

Teaching in the primary phase is more variable, but it is improving rapidly. Although a small amount of primary teaching is inadequate, more is now good. Some teaching is outstanding, such as in a literacy booster session for less-able pupils observed during the inspection. Pupils made rapid progress in this lesson because of the teacher's very high expectations, clear modelling and the very close match between the lesson activities and pupils' current achievement. Teaching and support provided to help pupils to read is variable across year groups. Some pupils told inspectors that they rarely read to adults in school.

Lessons are typically planned thoroughly. Staff work hard to ensure that their teaching meets the specific needs of disabled pupils and those with special educational needs. Lessons in the secondary phase focus sharply on examination requirements and what pupils need to do to achieve particular grades. There are very positive relationships between staff and pupils. This helps pupils to develop good behaviour and positive attitudes. Pupils concentrate in lessons and collaborate well in pairs and groups. They know their targets and understand what they need to do next to improve. A range of good opportunities support their cultural development and understanding of international issues.

There are two common weaknesses in less-effective lessons. The first is that work is

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pitched at the wrong level for some or all of the pupils. At primary level this sometimes means that work is too easy or too hard for the class, and sometimes not appropriate for pupils' ages. At secondary level, work does not always challenge higher ability students sufficiently. The second common weakness in less-effective lessons is that teachers spend too much time talking to the whole class. This leaves too little time for pupils to work on their own or with each other to test and extend what they have learned.

The hearing impaired resource base is highly effective; as a result, pupils make outstanding progress. Staff who work in the base are well qualified, experienced and highly skilled. They provide pupils with extensive and very well-targeted support, based on a thorough understanding of their needs, requirements and current achievement. Staff across the academy also receive valuable support and training to ensure that they are able to meet these pupils' needs fully in their lessons.

### **Behaviour and safety of pupils**

Behaviour has also improved significantly: it is now typically good in lessons and around the site. Quite a few of the parents and carers who replied to the inspection questionnaire felt there was still an element of disruption to lessons. Secondary students said that such disruption is now very rare. Primary pupils also confirmed that behaviour has improved considerably, even though a few pupils still misbehave at times. Pupils say that bullying is rare and that staff resolve any that does occur. They say that they feel safe and well cared for; parents and carers agree with this view.

Attendance has improved significantly. The attendance of secondary age students is now high; the attendance of primary age pupils is slightly above average. Leaders analyse data about attendance and behaviour carefully. They use this information to identify any individual dips or more general trends in attendance or behaviour so that additional support can be provided.

Good provision is made for the relatively large number of pupils whose circumstances may make them vulnerable. Key to the academy's success with these pupils is the effective mentoring system and the very close partnerships with parents and carers.

### **Leadership and management**

The academy's leadership and management are good; the academy is in a strong position to sustain and continue its improvement. This is a strong and united team of staff, with very good morale. Every member of staff who responded to the inspection questionnaire agreed with the statement: 'The academy is well led and managed.' Such a positive response is very unusual.

The work of the academy is monitored carefully. Systems for observing lessons and improving teaching are very effective; the impact can clearly be seen in the improving profile of teaching. Lessons are observed and assessed against a number

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of categories such as 'use of assessment' and 'challenge'. This information is then analysed carefully to provide faculty leaders with a detailed picture of teaching in their subject areas. Feedback to individual teachers is extremely thorough and helpful. Robust action is taken to eliminate any inadequate teaching. The targets that teachers set for their own performance focus sharply on the impact that their teaching will have on pupils' achievement.

The work of the federation has made a significant contribution to the academy's improvement. Clear division of responsibilities enables the federation's Chief Executive Principal to focus on overarching strategic and financial issues, leaving the Principal free to concentrate on teaching and pupil achievement. Both provide highly effective leadership. They are very well supported by other senior and middle leaders. A number of advanced skills teachers now work across the federation, providing valuable support to other staff. The governing body provides good challenge and support and reports effectively to The Ridings' Federation of Academies Trust.

The curriculum meets pupils' needs well. A good range of options are available in Years 10 and 11, and in the sixth form. Partnership arrangements give sixth form students opportunities to follow a wide range of courses. A range of opportunities enhance the curriculum well and make a good contribution to pupils' spiritual, moral, social and cultural development. A particular feature is the strong international dimension, which permeates all subjects and aspects of the academy's work.

The academy promotes equality and tackles discrimination well. Staff are highly committed to the needs of the pupils. The academy's systems for collecting, analysing and using data about pupils' achievement are excellent (although not yet as fully developed in the sixth form). These systems enable staff to identify underachievement – either by groups of pupils or individuals – at any early stage. They are helping to support a rapid rise in achievement in the primary phase. Systems and processes that keep pupils safe meet government requirements well.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



30 April 2012

Dear Students, Pupils and Children

**Inspection of The Ridings Federation Yate International Academy, Yate, BS37 4DX**

Thank you for your help and for taking the time to talk to us during the recent inspection. Thank you also to those who completed questionnaires. We judged the academy to be satisfactory overall. It has improved a lot.

The secondary section of the academy is good. Students here are well taught. GCSE results have gone up and pupils in Years 7–11 now make good progress. Achievement in English is particularly strong. Sixth formers make satisfactory and improving progress. The primary section is satisfactory, although it has improved a lot since it joined the academy. Although some primary lessons are good, quite a lot should be better. At the moment, primary age pupils make their best progress in Reception and Year 6.

In weaker lessons teachers do not match work carefully enough to your abilities or sometimes talk for too long. Work isn't always hard enough for those of you who tend to find work easier.

Behaviour has also improved. We saw good behaviour in lessons and around the site, although primary pupils told us that they would like to see further improvements. Attendance has improved and is particularly high in the secondary phase.

We have asked the academy to concentrate on three things:

- improving primary teaching
- ensuring that work for higher ability pupils is hard enough
- making further improvements to the sixth form.

The Principal and staff are very ambitious for the academy. They are working hard to continue the improvements. They understand the academy's strengths and areas for development, and know what to do next to continue its improvement.

Yours sincerely

Chris Russell  
Her Majesty's Inspector

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