

All Saints Academy Cheltenham

Blaisdon Way, Cheltenham, GL51 0WH

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement is rising but is in need of still further improvement.
- The quality of leadership is inconsistent at subject level. This slows the process of embedding the academy's good policies and approaches for raising achievement.
- The sixth form requires improvement because students do not achieve well enough on certain courses.
- Students' literary skills are not improving consistently well across subjects.
- Teachers' marking, although good overall, is not consistently so across all subjects.
- Students are not always encouraged to think and reason for themselves without adult guidance.

The school has the following strengths

- Students who are disabled or have special educational needs or low prior attainment, and those who are known to be eligible for the pupil premium, are making rapid progress.
- The academy's strong focus on holding staff to account has led to the quality of teaching being improved rapidly and to rising achievement.
- Provision for students' spiritual, moral, social and cultural development is outstanding.
- The governing body provides outstanding governance of the academy.
- Students behave well and feel safe. They understand clearly the academy's high expectations of behaviour.
- The Principal and senior leaders provide highly effective leadership which has driven forward improvements since the academy opened.

Information about this inspection

- Inspectors observed 38 lessons taught by 37 teachers. Five lessons were observed jointly with the members of the school’s leadership team. Inspectors also made brief visits to several lessons.
- Inspectors held meetings with the academy’s staff, including senior and subject leaders, several members of the governing body, representatives of the sponsors and groups of students. They also telephoned the Chair of the Governing Body.
- The inspection team observed the academy’s work and examined a range of documents, including records of the monitoring of students’ progress and the quality of teaching, records of students’ behaviour and attendance, systems for performance management and the development of staff, improvement plans and documents relating to the safeguarding of students.
- The inspection took account of 10 responses to Ofsted’s on-line Parent View survey and questionnaires completed by 23 members of staff.

Inspection team

Peter Limm, Lead inspector

Her Majesty’s Inspector

Justine Hocking

Additional inspector

Raye Allison-Smith

Additional inspector

Richard Steward

Additional inspector

Full report

Information about this school

- All Saints is a sponsor-led church academy which opened in September 2011. The academy is sponsored by the Diocese of Clifton (Roman Catholic) and the Diocese of Gloucester (Anglican).
- It is a non-selective academy situated within a local authority that retains selection on grounds of ability. The academy is about the same size as other secondary schools nationally and has a growing sixth form.
- The proportion of students known to be eligible for free school meals is much higher than usual.
- A much larger proportion of students than found nationally is eligible for support through the pupil premium, which is additional government funding for students known to be entitled to free school meals, those in local authority care and children of service families.
- The number of students from ethnic minority backgrounds is below average, as is the proportion of students who speak English as an additional language.
- The proportion of students who are disabled or have special educational needs and are supported by school action is above average. The proportion of students supported by school action plus or with a statement of special educational needs is below average.
- The academy does not make use of alternative provision for its students.
- Results for 2012 showed that the academy did not meet the government's floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Raise achievement further, particularly in mathematics and English, and in the sixth form, by:
 - increasing the proportion of outstanding teaching
 - ensuring that marking consistently shows what students have to do to improve their work and that teachers check regularly that these improvements are being made
 - making sure that students in all subjects are given more opportunities to think and reason for themselves and to demonstrate their thinking to others.
- Improve the quality of leadership and management in those subjects where academy policies, and particularly in relation to literacy, are not yet securely embedded.
- Ensure that students entering the sixth form are enrolled on courses that they are capable of completing successfully.

Inspection judgements

The achievement of pupils **requires improvement**

- Achievement is improving quickly after disappointing results at the end of the academy's first year in 2012.
- Students enter the academy with attainment that is well below average and their basic literacy skills are weak. The academy has ensured that those students who have the lowest attainment, those who are disabled or have special educational needs and those who are supported by the pupil premium, are making rapid progress. For example, both in 2012 and 2013 the GCSE average point scores, including in English and mathematics, for students supported by the pupil premium were significantly higher than that of all other students in the academy and nationally. This is because of the highly effective support these students are given and improvements in teaching generally.
- Attainment at GCSE, including in mathematics and English, was well below average in 2012, although it is improving and the results students have already achieved in modular examinations in 2013 demonstrate that it is now meeting the government's floor standards. Early entry to GCSE in mathematics does not limit students' attainment and the students can improve their grades later.
- The academy's tracking of students' progress indicates that all groups of students are making more rapid progress in 2013 than they made in 2012. This is particularly the case with boys, who made slow progress in 2012 but are making as good progress as girls in 2013. Students from minority ethnic backgrounds and those for whom English is an additional language make similar progress to that of other students.
- Literacy skills are still weak, but the academy's good focus on this issue is beginning to have a positive impact on the quality of students' writing and reading. However, there are inconsistencies in how well the literacy policy is being embedded across the academy and this is limiting the pace of improvement overall.
- Achievement is inconsistent across subjects. For example, students make good progress in science, but less good progress in history. This was evident in the lessons and students' work that inspectors saw in a range of subjects. In some lessons, opportunities for students to think and reason for themselves were limited. Students said they were making better progress recently in mathematics, because they were challenged more to think for themselves and demonstrate their thinking to others. However, even in mathematics, this was not consistently the case in all lessons observed.
- Achievement in the sixth form requires improvement as too many students do not attain well at AS level. Too many students do not work well independently of tight teacher guidance. Relatively open admission requirements for the sixth form mean that some students are on courses that are too difficult for them.

The quality of teaching **is good**

- The academy has focused well on improving the quality of teaching and there has been a number of appointments during the past year which have strengthened good practice in key subjects, such as mathematics and English. Teaching is usually good and there are a few examples of outstanding teaching. This is leading to more rapid progress for students, although teaching has not been good for long enough to ensure that achievement is good. In addition, there has not been enough outstanding teaching in the academy.
- There have been robust improvements in tracking and monitoring students' progress and setting appropriately challenging targets. All teachers are very aware of what the assessment data indicate about the progress of the students in their groups. The use of teaching assistants to help lower achieving students and those with special educational needs has been particularly effective in securing better achievement for these students. A similar focus is now being made

for the higher attaining group.

- There are inconsistencies in the way that some teachers plan to improve the literacy skills of their students, or enable them to work independently of adult guidance. This also applies to teaching in the sixth form.
- In marking students' work, teachers make written comments which help students to know how to improve their work and meet their targets. However, the quality of these comments varies even within subjects and, in a few instances, marking is not undertaken regularly enough.
- Students said that they enjoy most of their lessons, especially when teachers engage them fully in lesson activities. They also said that when, in a few cases, the pace of lessons slows, it is easy for some students to get distracted from their work.
- The links with partner schools in the locality have begun to improve the quality of teaching further and there is a good professional development programme in the academy to support this improving trend.
- Very positive working relationships between students and staff are helping to embed a 'can succeed' culture in the academy which is leading to more rapid improvement in achievement during 2013.

The behaviour and safety of pupils are good

- Students have responded well to the academy's behaviour management procedures and its focus on developing good attitudes to learning. Outstanding provision for students' spiritual, moral, social and cultural development has encouraged good behaviour generally throughout the academy.
- Students and almost all parents and carers who responded to Parent View and the academy's own survey are positive about behaviour and safety. Although a small number of staff disagree, most staff who responded to the questionnaire think that behaviour is good. Exclusions are low.
- Behaviour is not yet outstanding because a small minority of students are sometimes distracted from their work when the pace of teaching is slow.
- Attendance has improved since the academy opened and is now broadly average.
- Students say they feel safe in and around the academy and, if they have a problem, they know whom to turn to for guidance and support.
- Students have a good understanding of different types of bullying and say that the culture of the academy makes them very aware of the harmful nature of homophobic or racist language. The academy tries to encourage all students to reflect deeply about the nature of their community and how to behave in a humane way to each other.

The leadership and management are good

- The Principal, senior team and governing body are determined to provide all students with the best possible education. This drive, along with a tight focus on improving learning and teaching, is leading to better teaching, improved results, and good behaviour.
- The Principal has been well supported by most middle leaders, but there are still some inconsistencies in the quality of leadership within some subjects and this means the academy's good policies and procedures have not embedded quite so well in all areas.
- There has been a sharp focus on making everyone accountable for their performance and this has brought about improvements in achievement generally and particularly in mathematics and English. There are still some inconsistencies in the achievement of students in the sixth form.
- Leaders have an accurate view of the performance of the academy and especially the quality of teaching and students' progress. Incisive monitoring of these aspects has been linked closely, and well, to the management of staff performance and pay increases. There is a good

programme of professional development for staff to enable them to improve their professional practice.

■ The pupil premium funding is well administered and with a clear focus on providing extremely good support for those students who require extra help. This explains why so many of these students not only keep pace with their peers, but often exceed them in the pace of their learning.

■ The curriculum is well planned and regularly reviewed. Links with other local schools are beginning to contribute well to students' progress. It is not yet outstanding because too many students enter the sixth form with insufficient opportunities to follow appropriate courses to allow them to achieve as well as they could.

■ The academy receives excellent support from its sponsors.

■ Outstanding leadership and management of the academy's provision for students' spiritual, social, moral and cultural development ensure that students have a very full range of opportunities to think about their personal values and how these relate to their beliefs and actions. The academy promotes equality for all students well.

■ All statutory safeguarding procedures are met.

■ **The governance of the school:**

– Governance is outstanding. The governing body has planned meticulously to ensure that this twin-faith church academy becomes a beacon of excellence in the community and has supported the Principal and staff extremely well in their early efforts to make it so. Improvement is still needed but governors have made difficult decisions about staffing and promotions to build a solid base from which to start the journey. They have a secure understanding of the quality of teaching and of the procedures for performance management of staff. Governors have a very clear grasp of the weaknesses and strengths of the academy and they robustly question any data provided by the senior team to make sure that self-evaluation is accurate. The Principal and senior leaders are held rigorously to account for all aspects of the academy's performance. Governors also make sure that finances are managed well. For example, governors monitor closely how the funds for the pupil premium are allocated and what the impact has been on students' achievement. They make sure that all statutory requirements are fully met, such as arrangements for safeguarding students.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136016
Local authority	Gloucestershire
Inspection number	399852

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

Type of school	Academy Sponsor Led
School category	Secondary
Age range of pupils	11-19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	930
Of which, number on roll in sixth form	173
Appropriate authority	The governing body
Chair	Anthony McClaran
Headteacher	Peter Kingham
Date of previous school inspection	N/A
Telephone number	01242711200
Fax number	01242711337
Email address	admin@asachitern.org

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