

All Saints Church of England School, Weymouth

Suunyside Road, Wyke Regis, Weymouth, Dorset, DT4 9BJ

Inspection dates 19–20 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| 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 good school.

- Since his arrival, the headteacher has restructured the school's senior leadership team, raised expectations and implemented new policies and procedures. These actions have improved the quality of teaching and thereby raised students' achievement.
- Students achieve well and the progress of different groups is improving rapidly.
- Most teaching is good with some that is outstanding. Teachers plan activities which are challenging and provide students with opportunities to work independently.
- Students are typically polite and considerate and feel safe. Attendance is above average and improving.
- Systems for managing staff performance have been developed and are now being used well to hold all leaders and teachers to account for students' outcomes.
- The governing body has a very astute understanding of the school's strengths and areas for development. Governors carefully check all aspects of the school's work and provide effective challenge to leaders.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. In some lessons, not all students are set work at the right level of difficulty or are provided with enough opportunities to work independently.
- Teachers' marking does not always inform students about how they can improve their work.
- The school's current systems for checking students' progress and the impact of the support provided by the school need refining further.

Information about this inspection

- Inspectors observed 38 lessons taught by 35 teachers. Ten of these observations were carried out jointly with senior leaders.
- Meetings were held with the headteacher, senior leaders, heads of year and other middle leaders, groups of students, the school evaluation partner and members of the governing body.
- Inspectors scrutinised a wide range of documentation including: information on students' achievement; the school's self-evaluation and development plan; minutes of meetings; and records relating to the monitoring of teaching, behaviour and safety.
- Inspectors took account of 81 responses to the online Parent View survey, two letters from parents, one telephone conversation with a parent and 61 responses to the staff questionnaire.

Inspection team

| | |
|--------------------------------|-------------------------|
| Simon Rowe HMI, Lead inspector | Her Majesty's Inspector |
| Andrew Baker | Additional Inspector |
| Joanna Pike | Additional Inspector |
| Justine Hocking | Additional Inspector |
| Christine Emerson | Additional Inspector |

Full report

Information about this school

- All Saints is smaller than the average-sized secondary school.
- A new headteacher took up post in September 2011. He has reduced the size of the senior leadership team since the last inspection.
- The proportion of disabled students and those who have special educational needs supported through school action is higher than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is also above the national average.
- The proportion of students eligible for the pupil premium, which provides additional funding for students known to be eligible for free school meals, looked after children and children of service families, is below the national average.
- The school provides a specially resourced unit for some disabled students and those with special educational needs, which is known as The All Saints Church of England School Dyslexia Base.
- A small number of students attend off-site provision at Weymouth College and The Compass Centre.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Since the previous inspection, the school has received Healthy School status and The Eco School's Green Flag.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring:
 - work is always set at the right level of difficulty for individual students and that they are provided with opportunities to work independently
 - marking consistently and routinely informs students of what they need to do to improve.
- Raise achievement further by refining the school's systems for checking the progress of specific groups of students, including the impact of the support provided by the school.

Inspection judgements

The achievement of pupils is good

- The attainment of students entering the school in Year 7 varies between year groups but is mostly slightly above average. The proportion of students achieving five or more GCSEs at grade C or above, including English and mathematics, took a dip in 2012. This was mainly as a result of lower English outcomes. The school has addressed this issue with a sense of urgency and the school's current data indicate that this year's outcomes will be well above average.
- Challenging targets for students' attainment, linked explicitly to levels of progress, have increased expectations. These targets are used well within departments to identify any potential underachievement and for support to be put in place.
- The school has rightly increased its focus on students who are supported through the pupil premium. As a result of this, the gaps in attainment between these students and others have closed significantly. These students now attain at a similar level to their peers.
- Disabled students and those with special educational needs are supported well and they make good progress from their starting points.
- Students that access the dyslexia base are taught well and make good progress in improving their literacy skills. However, these students are not always set clear, specific targets to develop their learning and there is scope for closer checking of their progress towards achieving these targets.
- Progress in lessons is mostly good and occasionally outstanding. Students thrive when work challenges them to think deeply and they are given opportunities to take responsibility for their own learning.
- The school has developed an approach to embedding reading, writing, communication and mathematics across the curriculum. The Year 7 catch-up funding is used for an accelerated reading scheme and one-to-one support. These initiatives are enabling these students to make rapid progress.
- Students who attend alternative provision are closely monitored and their good progress is maintained.
- The school does not enter students early for GCSE examinations.

The quality of teaching is good

- Most teaching is good with some that is outstanding. Good relationships are a key feature of lessons. Well-established routines give students confidence and enable lessons to proceed as a brisk pace.
- Where teaching is best, teachers have high expectations and plan a variety of activities that suitably challenge all students. Regular opportunities are given for students to work independently so that they can explore, practise and consolidate new ideas and concepts. Links are made to real-life situations so that students can see the relevance of what they are studying. For example, in a mathematics lesson, students were provided with a ladder which was leant against a wall. Through measuring the horizontal and vertical height of the floor and wall, they were able to apply their understanding of Pythagoras' Theorem to work out the length of the ladder and then measure it themselves to check their result. They exhibited high levels of engagement and their understanding was deepened through the visual and practical aspect.
- In a minority of lessons, the work set is sometimes too easy and does not challenge all students within the class. Teachers talk for too long and there are limited opportunities for students to work independently. This hinders the progress students make and occasionally leads to off-task, low-level disruption.
- Most teachers use questioning effectively to assess students' prior knowledge, probe understanding and to deepen learning. Assessment is regular with reminders built into the

lesson of key learning points.

- The quality of marking is too variable. There is some high-quality marking which identifies what students have done well and what they need to do to improve. Some work is marked less effectively and does not give students enough guidance on the next steps they need to take to improve their work.
- The very large majority of parents agree that their child is taught well.

The behaviour and safety of pupils are good

- Students are typically polite and considerate. Their behaviour around the school at break and lunch times and in between lessons contributes to a calm and purposeful atmosphere.
- Students feel safe and commented that the well-organised transition arrangements from their primary schools enabled them to settle quickly, particularly through the use of Year 11 ambassadors and Year 10 mentors.
- Most students exhibit positive attitudes to learning and are keen to do well. They show resilience and a determination to succeed. Occasionally, when teaching is less than good and students are not suitably challenged, they can become off-task. Inspectors did observe this behaviour on a few occasions and students alluded to it during their discussions.
- Students are aware of different types of bullying and know how to keep themselves safe.
- Attendance is above average and improving. The school monitors the data carefully and has evidence to show that overall levels of persistent absence are reducing, as are the gaps between groups of students and their peers. Exclusion rates are low.
- The large majority of parents agree that the school makes sure its students are well behaved.

The leadership and management are good

- The headteacher has worked successfully to raise expectations, develop new systems and processes and hold staff to account for student outcomes. He is ably supported by members of his senior leadership team who, following a recent restructuring exercise, are now leading effectively in their areas of responsibility.
- The school's judgements on the quality of its work are robust and accurate. Development planning identifies the key areas for improvement. However, the plan does not yet include clear, measurable milestones so that the school can routinely ensure it is on track to meet its targets.
- Challenging targets are set around students' levels of progress. Robust performance management processes have been developed and implemented that hold senior and middle leaders to account for their areas of responsibility and also teachers for the performance of students they teach. As part of performance management, teachers on the upper pay spine lead on whole-school initiatives, the majority of which are linked to raising students' achievement.
- Most middle leaders have responded positively to this change in culture brought about by the headteacher. They monitor data rigorously, including that on groups of students. Through focused meetings, underachievement is identified at an early stage and extra support is put in place. There is scope to develop further this monitoring of data and the impact of support, especially for specific groups of students, in order to raise achievement further across the school.
- The quality of teaching has improved recently and the sharing of best practice is a regular feature of departmental meetings. Professional development has been centred around raising the quality of teaching. During the joint lesson observations carried out with the inspection team, senior leaders were accurate in their judgements on the quality of teaching and astute in identifying strengths and areas for development.
- The curriculum is based predominantly on academic courses, which are supplemented by other pathways. The needs of all students are met well. Some students attend courses run by

Weymouth College and The Compass Centre. These are flexible and reviewed regularly to ensure they are appropriate for each student.

- Students' spiritual, moral, social and cultural development is enhanced by the school's Christian ethos. All students complete a collective worship reflection diary. Extra-curricular opportunities are extensive and include sporting activities, learning languages such as Chinese and Latin, a school choir and performances, trips to universities and theatres and an AS-level course in philosophy and ethics.
 - Students take on a variety of leadership roles, for example as mentors, heads of house, prefects and members of the school council. They raise funds for chosen charities and are very proud of this.
 - The school uses each parents evening to seek parents' opinions of the school. Reports on students' progress are sent home regularly. The large majority of parents feel the school is well led and managed and that they receive valuable information about their child's progress.
 - The school receives external support from the local authority through the school evaluation partner. He works closely with senior leaders, providing challenge and support. He reports his findings to the governing body. These reports are accurate in identifying the school's strengths and areas for development.
 - **The governance of the school:**
 - The governing body is highly skilled in interpreting assessment data presented by the school to measure academic performance. Governors use this information to check how quickly teaching is improving in order to maintain and strengthen students' good progress. They have a good understanding of the performance management of teachers. There are well-developed procedures to ensure that teachers' salaries are matched to their responsibilities and performance. The governing body sets ambitious targets for the headteacher and rigorously checks how well these are being met. Governors have worked alongside the headteacher to eradicate a deficit budget and are involved in decisions on how best to allocate and use the additional government funding to raise the targeted groups of students' performance further. All relevant policies, including safeguarding, are up to date and meet requirements.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 113896 |
| Local authority | Dorset |
| Inspection number | 412102 |

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

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| Type of school | Secondary |
| School category | Voluntary aided |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 842 |
| Appropriate authority | The governing body |
| Chair | Cathy Breward |
| Headteacher | Paul Gray |
| Date of previous school inspection | 13–14 October 2009 |
| Telephone number | 01305 783391 |
| Fax number | 01305 785291 |
| Email address | office@allsaints.dorset.sch.uk |

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