

The Ridings' Federation Yate International Academy

Sunridge Park, Yate, South Gloucestershire, BS37 4DX

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
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

- Although achievement has improved in both the primary and secondary phases, students do not yet make good progress in writing, mathematics and in the sixth form.
- Whilst there is much good and outstanding teaching, too many lessons do not challenge all students sufficiently.
- Students do not sustain their interest and concentration in some lessons and, as a result, do not make enough progress.
- Some teachers do not question students effectively to assess their understanding and to deepen their learning.
- Marking is inconsistent and does not routinely inform students how well they have done and what they need to do to improve.
- The sixth form requires improvement. Students do not make good progress across most subjects.

The school has the following strengths

- Leaders, managers and those responsible for governance have raised expectations across the academy about what students can achieve. Achievement and the quality of teaching have improved since the previous inspection.
- Students make good and outstanding progress in many areas; for example, in humanities, English and in the Reception class.
- The primary phase has improved since the previous inspection and is now good.
- Behaviour and safety are good. Students are typically polite and courteous.
- The individual care, support and advice students receive are integral to the academy's ethos and are of a high quality.
- All aspects of the hearing impaired resource base, including the progress students make, are outstanding.

Information about this inspection

- Inspectors observed 49 part lessons taught by 48 teachers. Many of these observations were conducted jointly with members of the academy’s senior leadership team.
- Meetings were held with the Principal, the Federation Chief Principal, senior leaders, leaders with responsibility for subjects, members of the academy council, students and a parent.
- Inspectors scrutinised a wide range of documentation including: work in students’ books; information on students’ achievement; the academy’s self-evaluation; plans for future sixth form provision; minutes of meetings; and records relating to the monitoring of teaching, behaviour and safety.
- Inspectors took account of the 46 responses to the online Parent View survey and 51 responses to the staff questionnaire.

Inspection team

Simon Rowe, Lead inspector

Her Majesty’s Inspector

Patrick Walsh

Additional Inspector

Robin Sidaway

Additional Inspector

Maria Rees-Johnson

Additional Inspector

Full report

Information about this school

- The Ridings' Federation Yate International Academy is an all-through academy catering for students from ages 3 to 19.
- The academy moved into new buildings in September 2012. Woodlands Nursery was opened and incorporated into the federation in September 2013.
- The federation operates a collaborative sixth form with its other academy, Winterbourne International Academy. Some students study at this establishment.
- A new Chair of the Academy Council took over in September 2013.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and who speak English as an additional language is below average.
- The proportion of disabled students and those who have special education needs supported at school action is average. The proportion supported at school action plus or with a statement of special education needs is also average.
- The proportion of students eligible for the pupil premium funding is average. This is additional government funding to support students known to be eligible for free school meals, those in local authority care and students with a parent or carer in the armed forces.
- The academy has a hearing-impaired resource base, which is accessed by six students from the primary phase and five students from the secondary phase.
- The academy met the government's floor standards, which set the minimum expectations for students' attainment and progress in 2012. Students are no longer entered early for GCSE examinations in mathematics.
- The academy does not send any of its students to alternative providers.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching by ensuring that:
 - students maintain their interest and engagement in lessons to maximise their progress
 - the work is set at the right level of difficulty to challenge students of all abilities
 - teachers question effectively to assess and probe students' understanding and to extend their learning
 - assessment procedures consistently inform students of how well they have done and what they need to do to improve
 - the best practitioners are further utilised to improve the practice of others.
- Raise students' levels of achievement across the sixth form, in writing in the primary phase and in mathematics in the secondary phase so that a greater proportion of students make good and better progress.

Inspection judgements

The achievement of pupils requires improvement

- Students' achievement requires improvement as they do not make good progress in writing in the primary phase and mathematics in the secondary phase. Students do not achieve well in the sixth form.
- Children start in the Reception Year with levels that are well below average. Through highly effective assessment practices, which accurately identify the learning needs of each child, personalised programmes are implemented. This results in most children making good progress, and some making outstanding progress, before they join Year 1.
- The academy's teaching of phonics is highly effective. Inspectors observed outstanding practice in the classroom, which helps children to make good progress in learning to read. Children demonstrate efficient strategies to decode words that are unfamiliar and then pronounce them correctly. The phonics screening check indicates that, despite joining the academy with low levels, the proportion of children reaching the expected standard is above the national average.
- Results in the Year 6 reading and mathematics tests improved in 2013. Pupils did not perform as well in writing. The academy has implemented plans to address this issue, including introducing more opportunities for pupils to write extended pieces of work. Evidence seen in pupils' books during the inspection indicate that this is having a positive impact in improving this aspect of pupils' work. This improvement is also evidenced through the academy's monitoring of pupils' achievement.
- Students' achievement in the secondary phase improved in 2013. The proportion of students attaining five good GCSE's including English and mathematics is now at the national average.
- Outcomes for more-able students have risen, with a higher proportion achieving A* and A grades in 2013.
- In the secondary phase, the progress students make in humanities is outstanding and in English it is good. However, in mathematics, too few students make the progress of which they are capable. The quality of work in some students' mathematics books and the quality of teaching observed indicates that students are still not making fast enough progress.
- Outcomes in the sixth form require improvement as students do not make good progress across most subjects. There are signs, though, from the academy's own achievement data and the quality of work seen in books, that this is improving.
- Students that are eligible for the pupil premium achieve as well as their peers and, in some cases, they achieve better than them. This is also the case for students who are disabled and who have special educational needs.
- Some pupil premium funding has been used to employ a family inclusion worker to work with parents and families, and help them to address specific difficulties that they may be experiencing. This has resulted in attendance continuing to rise.
- The leadership and teaching in the hearing-impaired resource base are of a very high quality. Students are well supported both in and out of the base and, as a result, they make outstanding progress.

The quality of teaching requires improvement

- The quality of teaching requires improvement as there is still too much that is not yet good or better. Teaching in the Early Years Foundation Stage and hearing-impaired resource base is outstanding and in the sixth form it is good.
- When teaching is not good, activities do not sufficiently challenge the range of ability within the class. Lessons do not proceed at a timely pace and, as a result, some students lose interest and the progress they make is limited.
- Questioning does not effectively assess students' understanding or give them opportunities to think more deeply about their learning. Marking is inconsistent and does not routinely inform students of how well they have done and what they need to do to improve.
- In the best lessons, a variety of interesting activities are set at the right level of difficulty to challenge and engage students of all abilities. In these lessons, students thrive and show great resilience and a determination to succeed.
- Through the use of skilful questioning, teachers in the most effective lessons probe students' understanding and deepen their learning. Clear routines are established which allow rapid transition between activities and thereby maximise learning time.
- Students enjoy working independently and with their peers. They discuss key ideas and concepts with each other and are very proud of their work. In the primary phase, each class has pupils who are called 'experts'. If a pupil needs guidance they can go to the 'expert' for help. This strategy further promotes the high levels of independence that pupils have.
- Many examples of high-quality feedback were seen during the inspection. For example, in a Year 6 writing lesson, one pupil talked about their work and discussed the teacher's regular comments, which helped the pupil understand how they could improve. The pupil responded to these comments and described how they had used this guidance in future work to improve their levels.
- Teaching assistants are well deployed during lessons, working with groups and individuals. They contribute well to developing students' learning.
- Most parents who responded through Parent View feel their child is taught well.

The behaviour and safety of pupils are good

- Students are polite and courteous and there is a harmonious atmosphere around the academy. Students commented that they are very proud of their new buildings and facilities.
- In lessons, relationships are strong and students work well with their peers. Students' attitudes to learning are positive. Behaviour in the primary phase is outstanding.
- The academy has worked well with a small minority of students who exhibit challenging behaviour in the secondary phase. When teaching does not meet their needs appropriately, they sometimes lose interest and disrupt lessons.
- The academy has developed a behaviour monitoring system, which tracks any concerns over

students during each day. This is not only linked to behaviour issues but also records social and emotional aspects that might have an impact on a students' ability to learn. Personalised support is provided where necessary, and it is closely monitored. Due to this close monitoring, there have been significant improvements to behaviour over time.

- Students have a good awareness of different types of bullying and how to keep themselves safe. They commented that bullying is rare but that, if it did happen, they had someone they could speak to and the academy would deal with it effectively. In the primary phase, pupils take on the role of anti-bullying ambassadors. They are available at social times for other students to talk to if they have any concerns.
- Attendance is high compared to the national average and continues to rise. Exclusions are lower than the national average, as is the proportion of students who are persistently absent.

The leadership and management are good

- The Principal, assistant principal primary phase, the federation chief principal and senior leaders have raised expectations of students' achievement. Working together they have brought about significant improvement since the previous inspection, particularly in raising achievement and strengthening the quality of teaching.
- The primary phase is now securely good and though the secondary phase requires further improvement, it has already improved since the last inspection. There are outstanding areas of leadership, particularly in the hearing-impaired resource base and the Early Years Foundation Stage.
- The process for managing staff performance is being used effectively to raise expectations. Targets for staff are based on students making at least good progress and also relate to improving their teaching through appropriate links to the national *Teachers' Standards*. Leaders with responsibility for subjects set similarly challenging targets for their departments and monitor these closely.
- Improving the quality of teaching is, rightly, a priority for the academy. There are regular professional development sessions to develop aspects of teaching and many of these sessions are delivered by the academy's lead practitioners. The lead practitioners are also used to work alongside those teachers who are not yet delivering good lessons, but, as yet, not enough opportunities are taken for sharing this good practice more widely.
- Leaders with responsibility for subjects understand the raised expectations on them and their departments with regards to students' achievement and the quality of teaching. They monitor their departments closely through formal lessons observations, short visits to lessons and through scrutiny of the quality of work in students' books.
- The curriculum is broad and balanced, and is adapted to meet students' different needs in each cohort. Students' spiritual, moral, social and cultural development is fully integrated into the curriculum through subjects including religious education, a social and emotional curriculum in Year 7, art, drama, music and dance. There is an extensive extra-curricular programme, including a wide range of sporting activities, an international departure day which gives students an experience of other countries and their cultures and also trips to Kenya and Morocco, where students have assisted in a local building project.
- The primary school sport's funding is being used to deploy the secondary phase physical

education teachers who offer a wider range of activities for the primary phase. There is an emphasis on developing students' awareness of health and fitness.

- The sixth form curriculum is currently being redesigned by the academy trust and they are deciding which courses to offer and which site is best placed to offer each course. This is due to the high proportion of students who have dropped out of the sixth form in previous years, partly due to being placed on inappropriate courses. Each of the future courses are being designed to offer progression routes to universities and/or employment.

■ **The governance of the school:**

- The academy trust is responsible for the governance of the federation and its academies. The governance of the academy is through the academy council. The academy council has an astute awareness of the strengths and areas for development of the academy with regards to achievement and the quality of teaching. They reward the best practitioners and also refuse pay awards for those who have not performed to an acceptable standard. Extra government funding is allocated by the academy trust and the academy council monitor its impact. The academy trust ensures that all safeguarding policies and procedures meet statutory requirements.

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	135943
Local authority	South Gloucestershire
Inspection number	432453

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1005
Of which, number on roll in sixth form	122
Appropriate authority	The Academy Trust
Chair	Richard Westacott
Principal	Roger Gilbert
Date of previous school inspection	26 April 2012
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