

Archbishop Sentamu Academy

1 Bilton Grove, Hull, HU9 5YB

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The proportion of students attaining five or more good GCSE and equivalent qualifications, including English and mathematics at the end of Year 11, is now just above average. This represents good progress over time.
- Achievement across the school is improving strongly, particularly in English where students now make outstanding progress.
- The sixth form is good. Student numbers and courses are rising, and provision is good. Most students make at least expected, and some good, progress, particularly in vocational subjects.
- Teaching is typically good, with examples of outstanding practice. Teachers are committed fully to creating a positive climate where students can do their best. As a result, students achieve well.
- Students' spiritual, moral, social and cultural development is promoted extremely well. It is promoted very effectively through the excellent relationships in school, and a wide range of exciting experiences.
- Arrangements to keep students safe are outstanding. Parents and carers say how much this is a top priority of the school's leaders. Behaviour is equally outstanding.
- The principal, governors, and key leaders and managers are hugely ambitious on the part of all young people. They constantly communicate high expectations, and are relentless in their drive for improvement. As a consequence, teaching is improving strongly, standards are rising, and students are keen to learn, and eager for success.

It is not yet an outstanding school because

- Not enough students make more than expected progress in mathematics by the end of Year 11. In general, some of the most able students do not yet achieve as well as they might.
- There is scope for more students to make good and better progress in A-level courses in the sixth form.
- A small proportion of teaching still requires some improvement. This is especially so where teachers do not check carefully enough the progress that all students make in lessons and do not ensure that they are all stretched sufficiently.
- The impact of teachers' marking to improve students' work is variable.

Information about this inspection

- Inspectors observed 48 lessons, of which three were joint observations with senior leaders. In addition, the inspection team observed adults working with students in small groups out of lessons, visited one assembly, and made one visit to off-site learning provision at the Hopewell Centre.
- Meetings were held with four groups of students, governors and school staff, including senior and middle managers. In addition, a telephone conversation with a representative from the Academy’s preferred school improvement consultancy, Incyte, took place.
- Before and during the inspection, there were no responses to the online questionnaire (Parent View). Inspectors evaluated parental and students’ responses to recent academy questionnaires.
- Inspectors observed the academy’s work and looked at a number of documents, including the academy’s own data on current students’ progress, planning and monitoring documentation, minutes of governors’ meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding. Inspectors looked at students’ work in lessons, and analysed a sample of Year 11 English and mathematics books in detail.

Inspection team

Andrew Swallow, Lead inspector	Additional Inspector
Kathleen Yates	Additional Inspector
Kevin Broadfoot	Additional Inspector
Peter Bailey	Additional Inspector
Michael Blaylock	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized secondary school. Numbers in the sixth form are rising, and are much larger than at the time of the last inspection.
- The proportion of students receiving support through the pupil premium is much larger than the national average. (The pupil premium is additional funding for those students who are known to be eligible for free school meals, children from service families and those who are looked after.)
- The proportions of students supported through school action, at school action plus, or with a statement of special educational needs, are all well above those found nationally.
- Almost all of the students are of White British heritage, with very few from minority ethnic groups.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Governors make provision for a daily breakfast club which is well attended.
- Approximately 90 students in Years 8, 9, 10 and 11 receive part-time, off-site education. A small number attend full-time. This takes place predominantly in the Hopewell and Wingfield Centres, managed by the governing body. Other centres, managed by the Youth Service and Hull College, provide additional opportunities for students to work in small groups, to develop personal and social skills, and gain appropriate vocational and academic qualifications, including in English and mathematics.
- The academy enters students early for GCSE examinations in English and in mathematics.

What does the school need to do to improve further?

- Increase the proportion of students making more than expected progress in mathematics by the end of Year 11, and improve the achievement of some of the most able students, by:
 - providing more opportunities for students to apply mathematical skills in real-life scenarios
 - ensuring that students fully understand key mathematical ideas
 - providing the most able students with opportunities that challenge their thinking and deepen their learning.
- Ensure that more Year 13 students achieve well and attain GCE A-level A*-B grades.
- Further improve the quality of teaching so that more is outstanding, by:
 - ensuring teachers systematically check students' understanding in all lessons and adapt work to take good account of their varying abilities, so that they learn at an even faster pace
 - improving the consistency with which teachers' marking has an impact on students' subsequent work.

Inspection judgements

The achievement of pupils is good

- The proportion of students attaining five or more GCSEs grades A* to C, including English and mathematics, is just above average. This means that, over time, students make good progress, given their generally well-below average starting points. As a result, their achievement is good.
- By the end of Year 11, more students make expected progress than seen nationally in both English and mathematics. In English, increasing numbers of students achieve outstandingly well, with a high proportion going beyond national expectations. In mathematics, the number of students making better than expected progress is below the national figure. Opportunities are missed for students to deepen their mathematical awareness by using number skills in real-life scenarios, and to ensure that they fully understand key mathematical ideas.
- The vast majority of students achieve well across most subjects in Years 7 to 11, particularly in vocational and applied subjects. Inspection evidence shows that many students develop good speaking and listening skills, read widely and fluently, and write confidently in different scenarios, and for different audiences. Students' mathematical skills are equally well honed, and used to especially good effect in science and technology.
- The most able students make largely expected rates of progress. Not enough yet go on to attain the highest GCSE grades in all subjects. This is because they are not always stretched sufficiently in all subjects to think deeply and extend their knowledge and understanding. The school's policy to enter some students early for GCSE examinations is popular with students and valued by them. To date, it has not limited the attainment of the highest grades.
- All other groups of students, including the very small proportion from minority ethnic backgrounds, and disabled students and those with special educational needs, make good progress. This is because their specific needs are astutely identified from the outset, and additional support is of a good quality.
- Students educated off the school's site also achieve well. The good provision enhances their communication and mathematical skills, and contributes well to their overall personal development. A number gain Youth Achievement and road safety awards, as well as GCSE qualifications.
- The achievement of students for whom the school receives the pupil premium funding is rising across all years. As a consequence, the margins between the progress that they make in English and mathematics, in relation to their peers, are closing fast. On average, they attain two thirds of a GCSE grade lower than their peers in English and mathematics by the end of Year 11. There is good impact of additional support, made available through pupil premium funding, on students' reading, writing and numeracy skills, especially across Years 7–9.
- The school promotes equality of opportunity exceptionally well, ensuring that all groups of students have access to good teaching, and providing well-conceived additional support for those at risk of falling behind. For example, pupil premium and Year 7 'catch up' funding has been used to provide more one-to-one specialist teaching in English and mathematics, and to enhance students' confidence through bespoke mentoring. It has also supported the purchase of new resources to boost students reading skills. As a result, the attainment of students involved in these initiatives has increased at a very fast pace.
- The number of students who enter the sixth form is increasing rapidly. Overall, they are catered for well, and achieve particular successes in Level 3 vocational and applied subjects. Historically, few students have continued into Year 13 with A-level courses, but these numbers are now growing. There is scope to ensure that more students complete AS and A-level qualifications and attain the highest grades. Overall, sixth form students develop competent research skills, working on their own and intently in many lessons. Almost all, consequently, continue into higher education, training or employment.

The quality of teaching is good

- Teaching is usually good across Years 7–11, with examples of outstanding practice. As a result, most students make good progress and achieve well.
- In the sixth form, teaching is never less than good, and is particularly strong in vocational and applied subjects. For example, in a Year 12 art and design lesson, students were eager to use appropriate materials and techniques to create traditional Japanese Gyotaku fish prints. Equally, Year 13 drama students concentrated and persevered very well to communicate feelings of 'isolation' in physical theatre.
- Across the school, teachers are very conscientious and highly committed. They have good subject knowledge, keep themselves updated about new developments and readily share their expertise with each other. The vast majority have high expectations, plan interesting lessons and create excellent relationships, so that most students really enjoy their learning.
- A range of stimulating activities and experiences enthuse students across the curriculum, for example, in a Year 7 physical education lesson. Here, students were stimulated by the teacher's enthusiasm and high expectations, alongside opportunities to review their performances using laptop technology, to incorporate excellent balance, travel and different shapes into a simple gymnastics routine. Similarly, Year 10 students were enthralled in creating a well-shaped story, set within a Gothic background, sustaining high levels of application to develop plot and character. Almost all challenged themselves to include difficult literary techniques, such as pathetic fallacy and foreshadowing.
- Students' understanding is routinely checked, with teachers intervening as required, with notable impact on the quality of learning. Increasingly, opportunities are provided for students to discuss and question. In scenarios that require accurate mathematical understanding, teachers ensure students are confident when using measuring and calculation skills, and in representing key data in graphs and charts.
- A small amount of teaching requires improvement. This is where students are provided with the same work regardless of ability, and where some teachers do not check sufficiently students' progress, missing opportunities to adapt activities to meet changing needs. Occasionally, learning is interrupted too frequently. On these occasions, there is not enough time for all students to develop fully their ideas and, as a result, progress slows.
- On the whole, students' work is marked conscientiously, with helpful comments that point out what they have done well and what they need to do next. These comments do not always lead to improvement in students' work, however. This is because students do not always take heed of teachers' suggestions.

The behaviour and safety of pupils are outstanding

- Arrangements to keep students' safe and secure are outstanding.
- Students typically describe the academy as 'one big family', and go out of their way to support each other. Parents say how well the academy looks after their children, giving them every opportunity to succeed. They are especially pleased with how adults respond to their concerns or views.
- The academy's mission statement 'Aspire, Serve, Achieve' is embodied in the excellent relationships between adults and students, and between students and their peers. For these reasons, bullying of any kind is rare. Students are confident that adults will always be at hand to help, should they experience difficulties.
- Well-planned daily acts of collective worship, House activities, and visitors from local authority services contribute towards students' excellent understanding of the different types of bullying, including homophobic and cyber bullying, and how to keep safe. Morning breakfast arrangements are very secure, and promote a cooperative and positive start to the day.
- The behaviour of students is outstanding. They take great pride in their new building, wear the academy uniform with pride, and ensure that graffiti and litter are rare. During break and lunch

times, and between lessons, they move sensibly down corridors, showing positive regard for one another. They are extremely sociable at all times, opening doors for adults with a smile on their face, and walking purposefully to ensure they arrive on time for learning.

- Students' attitudes to learning are increasingly positive. In most lessons, they show a real desire to participate, and an enthusiasm to share ideas and views. The hard work of the academy's staff in promoting high expectations and self-worth is paying off. Many students show clear ambition for their future lives. Sixth form students talk enthusiastically about going to university. Younger students share a similar aspiration to become successful in their future employment, and disabled students and those with special educational needs are equally determined to succeed.
- Attendance is rising and above average. The proportion of students who are persistently absent is low. Exclusions from the academy have fallen over time, and are very low. As a result, there are very few students who do not continue into education, training or employment, at the end of Year 11.

The leadership and management are outstanding

- The principal is hugely aspirational on behalf of all students. He shows a relentless pursuit of excellence in all of the academy's work, and is determined to continue to make a significant contribution to improving the life chances of all students.
- Senior leaders, and other key leaders and managers across the academy, are fired with the same commitment. Their efforts are paying dividends. The quality of teaching is good and consistently improving. Students' achievements are rising year on year. There is a wave of optimism and confidence spreading throughout, and beyond, the academy.
- Self-evaluation is accurate and key leaders know what needs to be tackled next. The school improvement plan is focused on the right priorities to drive the academy towards outstanding effectiveness. It includes well-conceived actions to heighten progress in mathematics, increase the attainment of the most able, and improve sixth form A-level outcomes.
- Staff demonstrate high levels of respect for students and colleagues, and ensure safeguarding arrangements meet statutory requirements.
- Effective partnerships exist within the East Hull Collaborative Trust of schools, and with a local secondary school, to build high-quality education across the east of the city, and secure excellence in teaching and learning. External school improvement consultancy from Incyte, 'light touch' involvement from the local authority, and constantly high-quality advice from the Diocese of York, provide the challenge and support necessary for the academy in its drive to become outstanding.
- The principal and key leaders carry out regular and accurate checks on the quality of teaching and learning. Governors complete their own evaluations of the school's work, with accompanying notes of visits. The performance management of staff is thorough. Appraisal procedures identify precisely the development needs of individuals. Training opportunities draw on the expertise of staff within school, as well as those from the Collaborative Trust, and beyond. The principal makes the right decisions about teachers' movements up the salary scale on the basis of robust information about their quality of teaching and its impact on students' learning.
- The academy knows its students exceptionally well, and successfully removes barriers to learning. As a result, all have an equal opportunity to succeed. Margins between the performance of students in receipt of pupil premium funding and their peers are closing. In many years the gaps are insignificant. In some, they have entirely closed.
- The academy's curriculum is outstanding and meets students' needs increasingly well. Arrangements to support the move from primary to secondary school, especially for those whose literacy and numeracy skills are not as well developed, are highly effective. The regular 'master classes' in communication and mathematical skills, for very able Year 6 learners, enable them to make very fast progress. Disabled students and those with special educational needs are well catered for. The number of academic courses is increasing, and the range of successful

vocational opportunities is well matched to students' aptitudes. Alternative courses delivered off the academy's site are equally well targeted, and the quality of experiences and outcomes rigorously checked. These courses make excellent contributions to individual students' attendance, confidence and self-esteem.

- Extensive sporting, musical and performing experiences, and an abundance of extra-curricular activities, make strong contributions to students' social development. Educational links with schools in China, visits to Auschwitz, Europe and Australia, enrich students' cultural awareness. Daily collective worship, projects with the city's Second World War Veterans' Association, and regular visits by local and national church leaders, underpin students' spiritual understanding. Entrepreneurship is openly encouraged. All of this underpins equality of opportunity, and emphasises the academy's desire to tackle immediately any discrimination that may arise.
- Parents are wholeheartedly supportive of the academy's work. A very high proportion indicates they would readily recommend the academy to others.
- **The governance of the school:**
 - Through regular visits to the academy and the highly professional work of the 'learning and standards' committee, governors have clear insight into the quality of teaching, learning, and achievements of all students. Minutes of governing body meetings show governors are highly confident in challenging the senior leaders about all aspects of the academy's work.
 - Governors have perceptive discussions about the value of spending decisions, in particular the allocation of pupil premium, and Year 7 'catch-up,' funding. For example, they have authorised small group teaching and additional time for teaching assistants to enhance students' reading, writing and mathematical skills. They have also authorised additional staffing to improve students' attendance and behaviour – all with great success.
 - Governors receive detailed information about the salaries of all staff and decisions about teachers' applications for promotion. As a result, governors have an excellent understanding of the effectiveness of the management of teachers' performance throughout the school.

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	135598
Local authority	Kingston upon Hull, City of
Inspection number	440899

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy sponsor-led
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	1,407
Of which, number on roll in sixth form	135
Appropriate authority	The governing body
Chair	Richard Firth
Headteacher	Andrew Chubb
Date of previous school inspection	6 April 2011
Telephone number	01482 781912
Fax number	01482 784959
Email address	info@sentamuacademy.org.uk

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