

The All Saints Church of England Academy

Pennycross, Plymouth, PL5 3NE

Inspection dates 12–13 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Good	2

Summary of key findings for parents and pupils

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

- Students do not make as much progress in some subjects as they should when considering their starting points. As a result, their achievement requires improvement.
- Teaching does not ensure that the support and challenge for students are consistently good in all subject areas. This limits their progress.
- Students do not always have enough time to think about and act upon the improvements needed in their work. This also limits their progress.
- Leadership and management require improvement because senior leaders and governors have not acted quickly enough to ensure that students make good progress over time.
- Leaders have sometimes had an overgenerous view of what the academy does well, so priorities for improvement may not always have been the right ones.
- The attendance of students is below the national average.
- Students have not met the minimum expected standards in national tests for the past two years.

The school has the following strengths:

- The behaviour of the students is good; they are respectful, courteous and eager to learn.
- The students feel safe. They have very good instructions on how to keep safe when using the internet at home and at the academy.
- The sixth form students make good progress, especially in vocational subjects.
- The academy has initiatives in place that are leading to some improvement in achievement, such as the literacy work in Years 7 and 8.

Information about this inspection

- Inspectors observed 37 lessons of which 10 were observed jointly with senior leaders.
- Inspectors visited an assembly, tutor group meetings and the Phoenix Centre.
- Meetings took place with students from Years 7 to 13, the Director of Education for the Diocese of Exeter, the Chair of the Governing Body, the vice chair and another governor, and a range of staff and senior leaders from the academy.
- The inspectors observed the work of the academy. They scrutinised the academy’s information about students’ achievement, looked at students’ work and examined records relating to behaviour, attendance and safeguarding. Documents used by the academy leaders to evaluate, plan and monitor work were read and evaluated.
- Inspectors looked at the 47 responses to the online Parent View survey and analysed the 48 responses to the staff survey.

Inspection team

Kathy Maddocks, Lead inspector	Additional Inspector
John Cavill	Additional Inspector
Andrew Corish	Additional Inspector
Marie Hunter	Additional Inspector

Full report

Information about this school

- The academy is smaller than other secondary schools nationally. The academy moved into its new buildings in their entirety in July 2014.
- The academy is sponsored by the Diocese of Exeter, the University College of St Mark and St John in Plymouth, and Plymouth City Council.
- The proportion of students supported with additional government funding, known as pupil premium, is significantly higher than the national average. This is provided for those known to be eligible for free school meals and looked after children.
- The proportion of students in Year 7 benefiting from the funded catch-up programme is higher than the national average.
- The proportion of disabled students and those who have special educational needs is below the national average.
- The proportion of students for whom English is not their first language and/or come from a multi-ethnic background is lower than the national average.
- There are 107 sixth form students who attend alternative provision for level 1, 2 and 3 courses at Achievement Training, City College, Construction Training South West, Cornwall College, Discovery College, GHQ hair and beauty training, North Prospect Garage Training, South West Arts Warehouse, and Venus Training. They study a wide variety of courses from adult care to sport sciences. The students are monitored for progress, attendance and behaviour by the Plymouth Learning Trust, an external body.
- There are seven students who attend the Phoenix Centre, which is run by the academy on a separate site. They study English, mathematics and life skills at the centre, and their GCSE options at the school site.
- 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?

- Improve the quality of teaching for all groups of students so that their attainment and progress at least match the nationally expected standards by:
 - more robustly monitoring the quality of teaching and students' progress in the subjects that show poor performance, such as humanities and technology
 - making sure that all teachers mark students' work well and provide them with feedback that is detailed and specific enough for students to fully understand the next steps they need to take to improve their work
 - making sure that all teachers allow students enough time to think about the feedback and make the corrections needed.
- Improve leadership and management by:
 - ensuring that senior leaders demand higher expectations for the pace of improvement to help students make good or better progress
 - ensuring that school leaders and governors are accurate in assessing the academy's strengths and weaknesses
 - fully implementing the academy's accurate priorities for improvement in the coming year
 - working with parents and carers to ensure that students attend more regularly.

Inspection judgements

The leadership and management

require improvement

- The leaders of the academy have not made enough impact on the progress of students since the last inspection. In both English and mathematics, the progress of students was lower than the national average in 2014.
 - The academy's self-evaluation has been overgenerous and not critical enough in the past. This has reduced the impact that senior leaders have had on raising students' achievement and the quality of teaching.
 - There are signs that the achievement of students is improving more quickly since September 2014; however, the inaccuracy of predictions in previous years makes it difficult to assess if the school's self-evaluation is accurate.
 - The appointments of a new Vice Principal and 'Raising Standards' leaders last year are having an impact on the monitoring of students' work and making sure that all teachers are being held to account for the teaching and learning of all groups of students. However, there is inconsistency in accountability among the middle leaders which affects how they keep a close eye on students' achievement.
 - The systems and processes for managing the performance of teachers, including the senior leaders, have been more rigorous since September 2014. The targets that are set focus on raising the achievement of students and supporting the priorities to improve teaching and learning. As a result, there is more accountability which is shown in the improving standards in the academy.
 - The leaders and governors have been successful in promoting an ethos and culture of respect. The students are eager to learn and are proud of their academy.
 - The academy's improvement plan for this year is well written and has specific and manageable targets that, if completed, will help the school to improve more quickly.
 - The academy has put good and effective support in place for those students in Years 7 and 8 who require extra help with literacy and numeracy.
 - The curriculum contributes well to the physical well-being of the students and their spiritual, moral, social and cultural development that is preparing them for life in modern Britain. The Christian ethos supports students in understanding the importance of respect and responsibility. This contributes to ensuring the good behaviour and attitudes of students. The curriculum is changing for older students to support the transition to the sixth form more readily. This is particularly true for academic subjects that can be studied at A level.
 - The academy prepares its sixth form students well for life in modern Britain by the range of subjects that it offers vocationally. The Plymouth Learning Trust checks to make sure that progress, attendance and behaviour in the alternative provision they attend, are monitored effectively. The success of this is shown by the positive outcomes for these students.
 - The academy has made clear to students that it will not tolerate discrimination and promotes equality of opportunity. One of the ways this is done is through the thoughtful way that the pupil premium grant is spent in order to allow all students to be able to access the full range of opportunities offered.
 - The achievement of disadvantaged students is improving in Year 8 and the gap is closing between these students and the rest of the year group. Actions have been more successful with the younger students than with the older; this is because of the good support provided in literacy and numeracy.
 - Leaders have ensured that staff are able to identify students that are at risk of harm. The academy has responded to the needs of the most vulnerable by introducing the Phoenix Centre.
 - The academy's arrangements for safeguarding meet statutory requirements.
 - The sponsors of the academy have had a valuable input into changing the ethos of the academy and raising the aspirations of the students. There have been direct links between the University College of St Mark and St John and the mathematics department, which has helped with the recent improvements in this area.
 - The academy has provided good advice and guidance on career paths to all students. Year 9 students have made careful decisions with regard to option choices based on information provided by both staff and students in the senior years. There is detailed guidance for students about the full range of post-16 study programmes that are available at the academy and in the city.
- **The governance of the school:**
- The governors of the academy are experienced in the field of education and have a suitable range of skills to support its development, particularly since the addition of new governors.

- They are prepared to hold staff, including the senior leaders of the academy, to account through the systems for managing staff performance and have held back pay increases when they are dissatisfied with students' outcomes. Since September 2014, they have become more involved with the target setting for staff to improve students' performance.
- They increasingly know the strengths and areas for development of the academy and which subject areas need more support and challenge. There is more impetus to increase the rigour in recent months as a result of some disappointing student outcomes.
- The governors challenge the academy's performance but, on occasions, are over reliant on the information being presented to them rather than having a more secure understanding of how well the academy performs compared to others locally and nationally.
- The governors manage financial resources well and restructure staffing as necessary to ensure efficient deployment.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their attitudes to learning are positive whether on their own, in groups or as a whole class. There is very little low-level disruption in lessons even when the work is less challenging.
- The majority of parents and carers who responded to the online Parent View survey say that their children are happy, believe the children are well looked after and that the academy makes sure the students behave well. Most, but not all staff are very positive about the academy and the way students are encouraged to behave well.
- The culture and atmosphere in the academy is one of positivity and purpose; the students conduct themselves well at all times of the day and in all areas, including the alternative provision, which is attended by the sixth form students. Students are eager to come to their lessons, are well prepared and bring the right equipment.
- Attendance is still below the national average. New systems that relate good attendance to rewards are said to be making a difference. Vulnerable students who attend the Phoenix Centre have very positive attendance rates that are well above the national average. Persistent absence has improved and is better than the national average.
- Students are proud of the new academy and take a pride in their appearance. There is no evidence of litter around the site.
- The behaviour logs kept by the academy show an improvement in behaviour over time. The occasional extreme behaviour displayed by a small minority of students is closely monitored, with careful targets being set to improve their behaviour.
- Sixth form students behave well when attending their alternative provision.
- 83 percent of parents responding to the online Parent View survey say the school deals effectively with bullying and 89 percent say this school makes sure its pupils are well behaved.

Safety

- The school's work to keep pupils safe and secure is good. Students know how to assess risks and act accordingly in various situations such as laboratories, technical areas and outside. The safety of sixth form students in their vocational placements is monitored carefully.
- Most, but not all, parents and carers who responded to the online Parent View survey say that the academy deals well with bullying. Students feel safe and know who to turn to if there is any bullying. They say that it is dealt with immediately without repercussions. There are very good programmes, starting in Year 7, to help students understand the dangers of cyber bullying.
- The students are made aware of the dangers of life in modern Britain through the social, moral, cultural and spiritual curriculum which is well planned and delivered through tutor time and assemblies.
- The school has a vertical tutor system for students in Years 7 to 11; this was seen to be very effective and created a harmonious atmosphere between the older and younger students.
- 96 percent of parents responding to the online Parent View survey say their child feels safe.
- The school complies with all statutory aspects for keeping children safe in school and on trips and visits.

The quality of teaching**requires improvement**

- The quality of teaching in English and mathematics over time has not been consistently good enough and requires improvement. This means that students, including those with special educational needs and the most able, have not made good progress or achieved as well as their counterparts nationally.
- Students are not progressing well in technology and humanities, as the monitoring of students' work has not been robust enough. Too many students fail to succeed in these subjects. Too often students are not given effective guidance on how to improve their work in geography and history; work is left unfinished which means that students do not have suitable work for revision purposes, especially at Key Stage 4.
- Teaching in science is a strength and students learn and achieve well. This is because teaching matches the learning activities to the specific needs of the students. It also ensures there is regular and purposeful feedback for students. Staff check if their advice has been followed. The department uses lead learners to support students who are struggling; this helps those students who have not understood a topic as well as reinforcing the learning of the more adept.
- Similarly, teachers in creative subjects, such as art and drama, have high aspirations for all the students and make sure that they build on prior learning and develop an enthusiasm within their areas of expertise.
- Teachers in languages listen carefully as the lesson progresses. They skilfully question students in order to re-shape tasks and guide as necessary. This has a positive impact on their learning. In other subjects, this is not always the case, which leads to progress being hindered instead of extended.
- Students are confident in their reading as it is part of their tutor programme. They are provided with a selection of books from which to choose that cater for all abilities. The students can communicate in an articulate way because staff create an ethos in which they are confident and relaxed. Support for improving writing skills is provided for students in Years 7 and 8 but not enough is done for the older students.
- Extra staffing and teaching hours have been provided to the mathematics department. There are signs of improvement because leaders are taking a more rigorous approach in raising students' achievement. Departments now work together more effectively to agree common terminology to reduce the likelihood of confusion for students. Tutors use mathematics challenges on a weekly basis; the monitoring and impact of these are less secure.
- There is a positive climate for learning in most classrooms.
- Other adults deployed are proactive and responsive to students' needs when appropriate.
- In the weaker teaching, the students are given the same work to do regardless of their ability instead of teachers responding to their needs by supporting or challenging them to improve.
- Teaching ensures that students are assessed more frequently this academic year. The outcomes are more closely monitored with a view to staff spotting which students need extra help or greater challenge in their learning.
- The vast majority of parents and carers who responded to the online Parent View survey say that their children receive appropriate homework for their age.

The achievement of pupils**requires improvement**

- The achievement of students requires improvement because their progress across year groups, in a wide range of subjects, including English and mathematics, has not been good enough.
- The outcomes in mathematics were lower than those for English. In mathematics, over half the students failed to achieve better than expected progress compared to the national average.
- Students who were entered early for GCSE mathematics were not successful. This limited the success of the most able students.
- In the 2014 national tests, disadvantaged students achieved in line with other students in the academy in English and a third of a grade below in mathematics. They were half a grade below other pupils nationally in English and just over a grade below in mathematics. The progress of disadvantaged students is improving in some year groups but there are still gaps between students' attainment in other year groups.
- Disabled students and those with special educational needs make adequate rather than good progress. This is because the literacy needs of some of the older students are not being met consistently well.
- The students in Year 7 who receive extra funding to improve their literacy and numeracy make good progress.
- The small proportion of students for whom English is not their first language and who come from a multi-

ethnic background are performing at least as well as other students in the school.

- The students in the Phoenix Centre do not achieve as well as they could in English, mathematics and science because activities are not always challenging.
- The most able students in the school do not achieve their potential. There is greater success in mathematics than in English. Although this is a small proportion of the whole year group, there are too few opportunities for them to excel. In addition, there is an over reliance on the minimum target being achieved, which matches expected and not better than expected progress. Individual monitoring of this group has only started this academic year since the appointment of Raising Standards Leaders.
- The students who attend alternative provision in the sixth form are successful in their chosen courses. The students who study academic subjects are small in number but most are successful. Students are able to access the vocational courses and do well at these, but fewer move on to academic courses. The new ventures in reading are making improvements for students in this particular area. More structured support for those less able to cope with extended writing is needed. There are recent signs of improvement in mathematics which will help the current students to achieve better results.

The sixth form provision

is good

- The sixth form is well led and managed and the students are supported well in lessons. Teaching is typically good, and students appreciate the more individual attention they receive. Students also appreciate the extra timetabled support they can use if they wish.
- The majority of students achieve well from their starting points. The learning in lessons is focused and purposeful, with some that shows outstanding progress over time. Students receive supportive feedback to which they respond well.
- The academy meets the minimum interim standards specified by the Department for Education.
- Students who do not have a grade C in English and mathematics at the end of Year 11 are given support to achieve in these subjects. Many of these students are involved in the vocational alternative provision and this motivates them to do well. They are able to move into courses at the academy and in alternative placements following their success.
- The students are proud of their achievements and of being a student in the academy. Senior leaders have listened to their opinions and, as a result, improved private study facilities and adopted a more formal uniform. The behaviour and attitudes to learning of all the students are positive. They are well prepared for lessons and are engaged in their learning, even when it is in the session after school.
- Students say they feel safe. There is a specific programme of personal, social and health education that provides them with an understanding of how to maintain their well-being as well as preparing them for life in modern Britain.
- Students make good progress in their courses and in the courses provided by others outside of the academy. Sport, travel and tourism, business studies and science are all popular with students and they achieve well. A very small number of students who studied A level last year did not gain a place in higher education or employment. This reflects the academy's good preparation for when they leave. There is a well-developed programme for vocational students to follow across a range of career opportunities which combines training, work experience and school-based learning. This is known as the Careers Academy and has resulted in high levels of progression to employment or further and higher education.
- Careers education about post 16 opportunities is valued by the students, especially that provided by the subject staff.
- The attendance of the majority of the sixth form students is good. The academy monitors this well and is robust in holding students to account for their attendance and work ethic.
- The retention rate for students between Year 12 and 13 is nearly one hundred per cent and considerably higher than the national average.
- While the retention of students from Year 12 to Year 13 is good, fewer students stay on from Year 11 to Year 12. The leaders of the school, including governors, are considering how they can make the range of subjects more enticing to students' interests.

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	136142
Local authority	Plymouth
Inspection number	453542

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

Type of school	Secondary
School category	Academy, sponsor-led
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	876
Of which, number on roll in sixth form	254
Appropriate authority	The governing body
Chair	Robert Harrison
Headteacher	Peter Grainger
Date of previous school inspection	13–14 February 2013
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