

# All Saints Church of England Academy

Blair Avenue, Stockton-on-Tees, Cleveland, TS17 5BL

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Outstanding</b> <b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- All Saints Academy provides its students with a first-class education that prepares them extremely well for their future life in modern Britain.
- Leaders, managers and governors, are highly ambitious for the academy. Their drive and determination ensure that every student develops and achieves as well as possible.
- Students' behaviour is exemplary and plays a significant part in their successful learning. Students are willing partners in their learning. They provide very effective support for others through the academy's Student Leadership Programme.
- The academy's work to keep students safe and secure is outstanding. Students have an excellent understanding of how to keep themselves safe and they promote safety for others well.
- The quality of teaching is outstanding and results in the outstanding learning and progress of all groups of students.
- Teachers have very high expectations and set work that is appropriately challenging and often innovative.
- Students' achievement is outstanding from their individual starting points. They leave Year 11 with standards that are significantly above those found nationally, especially in English, mathematics and science. In 2014, standards in a few subjects were not as high. Leaders took swift steps to rectify this. Current progress in these subjects is rapid.
- The headteacher, senior leaders and governors regularly review the academy's performance. Any relative weakness is tackled effectively. There is no complacency. The academy is extremely well placed to continue to improve.
- Staff are overwhelmingly positive about all aspects of the academy. They appreciate the bespoke training they receive to improve the effectiveness of their teaching. This has resulted in the quality of teaching continually improving.
- Students are overwhelmingly positive about their experiences. They appreciate the many opportunities on offer and take on responsibility eagerly. They hold and express important fundamental British values, such as tolerance and respect.

## Information about this inspection

- The inspectors observed lessons in all year groups in a wide variety of subjects across the academy. Two lessons were observed jointly with members of the senior leadership team.
- The inspectors examined information about current students' learning and progress. They also looked at current work in the students' books.
- Meetings were held with the headteacher and other leaders, including some who are in charge of subjects.
- The inspectors met four governors, including the Chair and Vice-Chair of the Governing Body who are also representatives of the sponsors of the academy.
- Several meetings took place with students. In addition, inspectors took many opportunities to talk with students in classes, at breaks and at lunchtimes.
- The inspectors looked at a range of documents, including those relating to safeguarding and child protection, the academy's development plans and minutes of some governing body meetings.
- The inspectors also examined records of attendance and behaviour, as well as information about the quality of teaching and the performance of staff.
- The inspectors took account of the 82 responses to the online questionnaire (Parent View) and letters received from parents. They also took account of the 55 responses from members of staff to the staff questionnaire.

## Inspection team

Alison Thomson, Lead inspector	Additional Inspector
Anne Smedley	Additional Inspector
Michael Wardle	Additional Inspector
Julie McGrane	Additional Inspector

## Full report

### Information about this school

- All Saints Church of England Academy converted to become an academy on 1 May 2013. When the predecessor school, All Saints Church of England School, was last inspected by Ofsted in December 2008 it was judged to be good.
- Currently, there is no sixth form provision at the academy, although the academy is seeking to become an 11-19 academy.
- The academy is smaller than the average-sized secondary school.
- Almost all students are of White British heritage and speak English as their first language.
- The proportion of disadvantaged students, those supported by the pupil premium, is lower than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is lower than average.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- The academy does not use alternative provision.

### What does the school need to do to improve further?

- Ensure that students achieve equally well in all subjects by continuing to improve performance in the few subjects where standards have not been as high as in most.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, his senior leaders and governors have been extremely determined and focused on improving the already high standards. They have been very successful in their aim of ensuring the best possible education for the students.
- Leaders and managers are fully supported by the staff who are very positive about all aspects of the academy. Staff care deeply about the education of their students and welcome any advice or training to improve their practice. As a result, the quality of teaching has improved strongly and is outstanding. The students were full of praise for the support they receive from staff, even responding to students' queries about homework in the evenings.
- Teachers who are in charge of subjects, areas and heads of house fulfil their roles impressively. They hold teachers to account for the quality of their teaching and for the progress that students make. They, in turn, are held to account by senior leaders.
- The academy sets its students challenging targets and checks regularly on how well students are meeting them. Any hint of underachievement by any student, irrespective of ability, is picked up very early and students are helped to improve through well-focused help, individually or in small groups. Student mentors, part of the academy's Student Leadership Programme, are involved in this and it is not uncommon for students to ask for a mentor, even though it may be a younger student. This has been particularly successful in English, mathematics and science and has resulted in outstanding progress and in attainment that is well above average.
- Additional funding for disadvantaged students and Year 7 'catch-up' funding are used with great success to target individual students as appropriate and to promote equality of opportunity, tackle discrimination and to foster good relationships. The spending for disadvantaged students is extremely effective and there are minimal gaps between the achievement of disadvantaged students and their peers.
- Safeguarding meets statutory requirements. The academy looks after its students very well and places a high emphasis on keeping its students safe. As a result, all students feel safe. Parents agree strongly that the academy keeps their children safe.
- The curriculum meets the needs of the students very well. Students start their GCSE study in Year 9. Many study separate sciences and all now study a language. There is also an opportunity to study additional subjects, such as astronomy. This all ensures that students are well prepared for study at the next stage in their education. There are many extra-curricular activities on offer, including sports, music, dance and drama, at lunchtimes and after school. Students greatly appreciate these and thoroughly enjoy the opportunity to boost their physical development by taking part in many sporting activities, entering table tennis tournaments or taking part in circus gym.
- The academy's spiritual, moral, social and cultural provision is extremely strong and impacts very well on students' development in these areas. The students are very knowledgeable about a wide range of religions, beliefs and cultures. Many enjoy the opportunities to become a Student Leader to promote aspects such as worship or aid in the learning of others. British values are placed at the heart of the academy and students acquire a very good understanding of these. This ensures that they are very well prepared for life in modern Britain.
- The impact of advice and careers guidance is excellent in helping students make informed choices about the next steps in their education.
- The academy works closely with the local authority. It provides training for other schools in many areas, including the promotion of the successful Student Leadership Programme. Representatives of the local authority validate the academy's judgements on performance and give perceptive advice on key areas to develop.
- **The governance of the school:**
  - Governance of the academy is outstanding. Governors are very committed and play a very active role. They contribute to the ethos of the academy, are extremely knowledgeable about where its relative strengths lie and what needs to improve. They come into the academy regularly, visiting lessons and talking to students about their work. This allows them to hold the academy leaders to account very effectively.
  - The governing body plays a key role in allocating funding, including that for disadvantaged pupils, and its members are aware of the excellent impact that this is having. Governors are very knowledgeable in understanding data about students' progress and about the quality of teaching. They are involved in the linking of teachers' pay to their performance and have ensured that any weaknesses in teaching have not been rewarded. They are self-reflective and review their own practice regularly.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of students is outstanding. This is true in lessons and around the academy. Older students confirm, and records show, that there are very few incidences of poor behaviour and exclusions are rare.
- Students have very proactive attitudes to learning. Most students do more than what they are asked to do. They seek out more information and are genuinely motivated to achieve as well as they can.
- Students are keen to take on responsibility and they develop greatly in confidence from the opportunities the academy gives them. This is very apparent in the extensive Student Leadership Programme where involvement is much coveted.
- Students' attendance is consistently above average and students arrive punctually to the academy and to lessons, illustrating just how much they enjoy their education and experiences at the academy.
- Staff, parents and the students themselves rate behaviour very highly.

**Safety**

- The school's work to keep students safe and secure is outstanding. The academy has very effective systems in place to ensure that its students are kept safe. This includes rigorous risk assessments for visits. Adults look after students exceptionally well. As a result, all groups of students across the academy feel very safe.
- Students are very knowledgeable about different types of bullying, including racist, homophobic and cyber-bullying. They told the inspectors that none of this ever happens at the academy. They said that any instances of falling out are dealt with swiftly and effectively. One student described the academy as 'Very inclusive and accepting of everyone'.
- Students have a very mature and sensible approach to risk-taking and they promote safety very well for others. They speak confidently when expressing carefully balanced views about social and moral issues.
- Students were observed working very safely in practical lessons during the inspection. The academy's systems and organisation for such lessons are well documented so as to ensure safety.
- Parents agree strongly that their children feel safe and that the academy looks after them extremely well.

**The quality of teaching is outstanding**

- Teaching is outstanding and results in students making outstanding progress throughout the academy.
- Teachers are extremely knowledgeable and show a real passion for their subjects. As a result, students are absorbed in their learning and achievement is of the highest order.
- Lessons are meticulously planned and work is carefully matched to the right level to stretch students appropriately. This allows all students, including the most able, disabled students and those who have special educational needs, to make excellent progress from their starting points.
- Expectations are high and teachers use perceptive questioning to elicit high quality answers from students. Students have confidence in their own success and a belief that they can succeed. As a result, the standards they attain are exceptionally high in many subjects. This was apparent in many of lessons that the inspectors visited, such as in Year 10 when students were exploring meaning at different levels in an English lesson on Steinbeck's *Of Mice and Men*.
- Throughout lessons, teachers check on how well their students are learning and reshape tasks as necessary. They provide students with ways in which they can tell for themselves if they are learning productively, and encourage them to check their own work for themselves. Students are becoming increasingly adept at this and also at assessing each other's work, which they do so maturely and sensitively.
- Teaching assistants work seamlessly with teachers, assisting students with additional needs and enabling the learning of those students to be maximised.
- Reflection is a feature of many lessons and students' moral and social development is constantly and successfully promoted. For example, students cooperate particularly well when working in pairs and groups.
- Students' learning is extended well through their homework. This is sometimes open-ended and offers the students the opportunity to demonstrate their creativity.
- Marking is exemplary. Teachers assess students' work regularly and give very specific help on how they might improve their work or extend their learning. An effective dialogue is then built up which has a considerable impact on learning and progress.

**The achievement of pupils is outstanding**

- Students achieve exceptionally well. They make outstanding progress from their individual starting points, which are generally above average. They leave at the end of Year 11 with standards of attainment that are consistently above average on a range of indicators.
- The proportion of students attaining five or more GCSE grades A\* to C including English and mathematics has been significantly above average for a number of years. Progress in English, mathematics and science is particularly impressive and standards of attainment especially high.
- Previous dips in performance in a few subjects, such as Spanish and geography, have been addressed rigorously and as a result, progress in those subjects has improved rapidly and significantly.
- Progress is outstanding throughout the academy for all groups of students, including the most-able students, those who are disadvantaged and those who are disabled or who have special educational needs. Inspection evidence from visits to lessons, work scrutiny and the academy's data on progress and attainment of students currently at the academy confirmed this.
- The achievement of disadvantaged students is outstanding. They achieve in line with their peers in the academy and above that of other students nationally. Published data for 2014 show that the progress of disadvantaged students in the academy is similar to that of their peers in English and mathematics and above that of other students nationally. The published data show that disadvantaged students attain broadly in line with their peers in the academy. It also shows that disadvantaged students in the academy were half a GCSE grade ahead of other students nationally in English and broadly similar in mathematics.
- The achievement of disabled students and those who have special educational needs is outstanding. Teachers and teaching assistants question students very skilfully to enable them to access their work. They boost their confidence, encouraging them to work as independently as possible.
- The most-able students make outstanding progress because teachers stretch them as much as possible. They thrive on challenge and have many opportunities to think deeply about difficult concepts. This was seen in many lessons, such as in a Year 11 science lesson on minimising the heating effect of electrical currents.
- Students throughout the academy demonstrate a love of reading and read widely on a range of topics. Time is built in each week for reading and there are popular challenges and prizes for the most avid readers of different genres. Standards of attainment in English, including reading and comprehension, are particularly high.
- Literacy, numeracy and information and communication technology (ICT) are reinforced very well across the curriculum. It is commonplace for students to have literacy and numeracy targets in other subject areas. Technology such as data loggers and interactive white boards, as well as computers for research and creating presentations, are used extensively.
- The academy enters students early for some examination components in English. They achieve excellent results because they are so well prepared. They are not prevented from achieving the highest grade of which they are capable. There is no longer any early entry in mathematics.

## 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

<b>Unique reference number</b>	139606
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	449954

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	700
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Ferguson
<b>Headteacher</b>	Kevin Mann
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01642 754650
<b>Fax number</b>	01642 751917
<b>Email address</b>	academy@allsaintsib.org



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