

Inspection of All Saints Church of England Academy

Pennycross, Plymouth, Devon PL5 3NE

Inspection dates: 1–2 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this school?

The school has improved quickly over the last 12 months. Pupils say that the new headteacher has made a big difference. Pupils are expected to work hard and be kind to each other.

Teachers have started using a new system for managing behaviour. Most pupils think this is a good idea. Pupils can see how it is leading to calm behaviour in their lessons. A minority of pupils believe some teachers apply the rules in different ways. They think this is not fair. One thing that they all agree on is that teachers will act quickly if they hear of any bullying.

Christian values underpin the school's work. Staff apply these values well. They make pupils feel welcome, no matter what their background. Pupils believe being in mixed-age houses is like being part of a family. They feel safe and well looked after.

Senior leaders listen carefully to pupils' views. This is leading to changes such as the reintroduction of a sports day last year. Some of these changes, such as the student parliament, are very recent. Many initiatives are only just getting off the ground.

What does the school do well and what does it need to do better?

The headteacher has stabilised the school. He has established a calm, safe and purposeful workplace for pupils and staff. His determination to improve the curriculum and quality of teaching is strong. Senior staff, several of them recently appointed, share his vision.

Senior leaders are ambitious for pupils. They have acted urgently to improve the quality of education that the school provides. Teachers have clear guidance on what to teach and when. Pupils are learning more because they know the precise knowledge required in each subject. This structure is helping most pupils. Even so, for those pupils who do not need as much help, it is limiting the depth of their learning.

All pupils study religious education. This demonstrates the leaders' commitment to the school's values. The school offers pupils a small but growing number of vocational courses in key stage 4. For example, pupils can choose to learn about motor mechanics. However, pupils' experience in key stage 3 does not stay broad enough for long enough. This leads some pupils to gain only a superficial understanding in history and geography. Pupils learn well in modern languages and English.

Pupils' behaviour has improved in the last year. Most of the time, learning in classrooms is not impeded by low-level disruption. While pupils conduct themselves well in lessons, many are not well motivated. Pupils' attitudes to their work are not

consistently positive. This is beginning to change, particularly in Year 7, where pupils show greater enthusiasm for their work.

The teaching of religious education supports pupils' personal development well. Pupils learn about other faiths and the importance of tolerance and respect. Leaders have not ensured that the quality of careers guidance is as high. Plans are in place to provide more detailed and effective advice for pupils, but it is early days.

New leaders for pupils with special educational needs and/or disabilities (SEND) assess and identify pupils' additional needs well. The help provided for these pupils is being coordinated effectively. However, leaders recognise that this is only a first step. Some teachers are not yet sufficiently skilled in helping pupils with SEND well enough in their classrooms.

Pupils who join the school with poor reading and writing skills are being supported to improve effectively. These pupils follow a carefully designed curriculum that has recently been introduced. There are signs that this is beginning to benefit their learning and confidence.

The chair of the governing body is rightly proud of the achievements so far. Nevertheless, he recognises that much more work is necessary, particularly to raise disadvantaged pupils' aspirations and achievement. Governors have received very effective support from the Ted Wragg multi-academy trust (TWMAT). This support has underpinned the school's recovery.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher makes sure that every member of staff puts pupils' safety at the top of their list of priorities. The well-organised and well-led student support services team understands the risks that pupils face. It works alongside staff to provide effective help for pupils at times of greatest need.

Pupils are taught how to avoid the possible dangers they might face outside school. The curriculum covers the benefits and the pitfalls of the internet efficiently.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior leaders have introduced standard procedures for the start and end of lessons across the school. Teachers provide structure for pupils so that they know what is expected of them and what they need to learn. These approaches have proved effective in bringing calm and stability to the school. However, for some pupils, particularly the most able, the school should ensure that a wider repertoire of teaching approaches is used now that a purposeful environment has been

established.

- The curriculum provides pupils with three years to study GCSE courses. Consequently, the time available for younger pupils to study some subjects is limited. The school should review the balance of the curriculum between key stages 3 and 4. In key stage 3, all pupils should be given enough time to develop a deep understanding in subjects such as history and geography.
- The school works well with its feeder primary schools. Pupils who enter Year 7 with very weak literacy and numeracy skills are being supported to catch up with their peers. This extra help is effective. Senior leaders should continue to monitor these pupils' progress and make sure they are returned to the full curriculum as soon as they are able to access it.
- Pupils with SEND are receiving better support than in the recent past. The school needs to continue the development of support for these pupils by improving classroom teachers' expertise.
- Senior leaders' efforts to improve behaviour have hit home. This has been a major factor in the stabilisation of the school. Even so, staff need to be more consistent in the use of the behaviour system because some pupils still see differences in the way teachers apply the rules.
- Senior leaders provide staff with high-quality coaching support. This work needs to continue. It should focus on helping all staff develop pupils' attitudes to learning so that pupils become better motivated and more resilient.
- The school has a higher-than-average proportion of disadvantaged pupils. Governors and senior leaders should ensure that the extra funding that the school receives for these pupils is effective in raising their achievement in all years.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136142
Local authority	Plymouth
Inspection number	10088263
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	594
Appropriate authority	Board of trustees
Chair	Richard Stevens
Headteacher	Lee Sargeant
Website	www.asap.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since February 2017, a new chair of trustees has been appointed and the trust board has entered into a management partnership with TWMAT. TWMAT arranged a package of advice and support for the school from Reach Academy Feltham. This support is continuing.
- A new headteacher was appointed in September 2018. Several other senior and middle leaders joined the school in the previous two years.
- The school is a Church of England academy, sponsored by the Exeter Diocesan Education Network.
- The school closed its sixth form in July 2019. It admits only pupils who are aged 11 to 16 years old.
- The school uses five alternative education providers. These are NORPRO Training Ltd, Construction Training South West, Alternative Complementary Education (Dover Road), City College Plymouth and YMCA.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors met with the headteacher, senior leaders, curriculum leaders and teachers. The lead inspector met with the chair of the governing body and two other governors. The lead inspector met with the chief executive officer of the TWMAT and the executive headteacher of Reach Academy Feltham.
- English, mathematics, history and geography were considered as part of this inspection. In each of these subjects, inspectors met with the subject leader, visited lessons, spoke with pupils and considered their written work.
- Inspectors scrutinised the school's policies relating to safeguarding, spoke with the designated safeguarding leader and considered records of the pre-employment suitability checks the school makes on its staff. Inspectors asked many pupils for their opinions about safety, behaviour and bullying. Inspectors considered parents' responses to the Ofsted Parent View survey.

Inspection team

Paul Williams, lead inspector	Her Majesty's Inspector
Tracy Harris	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Tracey Reynolds	Her Majesty's Inspector

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