

Inspection of Yate Academy

Sundridge Park, Yate, South Gloucestershire BS37 4DX

Inspection dates: 25 and 26 January 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Sixth-form provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their school. They said that the school is ambitious and teachers want the best for them.

Pupils said that they feel safe in school. They can identify a member of staff they would go to if they had any worries. Bullying is rare. However, if it occurs, it is dealt with effectively. The school is a tolerant place where pupils are considerate and respectful of each other and their differences.

Staff set high expectations for pupils' behaviour. Pupils respond positively. They arrive promptly to lessons and quickly get on with their work. Leaders are rightly proud of the disruption-free environment. Pupils said that they can learn without distraction.

Pupils follow a curriculum that is carefully designed to help them to build their knowledge. They learn a wide range of subjects. However, sometimes pupils' misconceptions are not picked up quickly.

The school helps pupils to develop their interests and talents. Pupils have enjoyed participating in choir. In addition, the scholars group helps pupils to develop their academic ambition. Pupils who attend the elite sports group appreciate the coaching that they receive from professional sportspeople. Staff are keen to acknowledge pupils' achievements.

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

The headteacher has an ambitious vision for the school. This is shared by staff, pupils and parents, who are overwhelmingly supportive of the school's aims.

Leaders and teachers have made effective use of educational research, expertise from within the multi-academy trust and continuing professional development, to design an ambitious curriculum. Leaders expect most pupils to follow subjects that qualify for the English Baccalaureate. Pupils are now keen to do so.

Curriculum leaders have thought carefully about what pupils need to know. They have designed a coherent and well-sequenced curriculum. They know their subjects well and have identified the most important knowledge for pupils to learn. The curriculum is well constructed so that pupils build and review their knowledge over time.

Teachers have strong subject knowledge, which they use to present subject matter clearly. Where teaching is effective, pupils develop secure knowledge and are confident about discussing what they know. However, in some subjects, pupils have limited opportunities to discuss subject content. They do not articulate their learning as well in these subjects as they do in others. Pupils, including students in the sixth

form, said that they would welcome more opportunities to discuss subject content, and debate issues and ideas in a considered way.

Leaders use assessment information well to check on the impact of the curriculum, and to modify it accordingly. Where these checks are used well, pupils' misconceptions are spotted and corrected. Pupils then have secure knowledge, enabling them to move on quickly to more complex elements of the curriculum. However, routine checks on what pupils know and can do are not always implemented with precision. So, pupils' errors are not corrected in a timely way and pupils have misconceptions. This means that they then have a less secure knowledge base on which to build.

The curriculum is ambitious for pupils with special educational needs and/or disabilities (SEND), including those in the specialist provision for pupils with hearing impairment. Teachers are well informed and know pupils well. Leaders of SEND share their specialist knowledge with staff, and make sure that they use appropriate strategies to support pupils with SEND. The sixth form is inclusive, with increasing numbers of students with SEND choosing to follow courses in it.

Governors and trustees are well informed about the school's strengths and weaknesses. They hold leaders to account well. Staff are proud to work at the school. They feel well supported by the senior team. Teachers said that their workload is taken seriously, and is manageable. Early career teachers talked enthusiastically about the school's support.

The school encourages pupils to read widely. The reading programme is well structured so that pupils encounter a wide body of literature. There is appropriate support for insecure readers to help them to become more confident.

Pupils follow a coherent programme for personal development. The personal, social and health education curriculum is well constructed. Pupils learn about essential elements such as relationships and sex education, online safety and mental health. However, students in the sixth form have not learned important content in an age-appropriate way.

Pupils, including students in the sixth form, receive useful information and guidance on careers, which prepare them for their next steps. Pupils with SEND receive support with careers interviews, and are prioritised for careers advice. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in safeguarding. Staff know how to identify and report safeguarding concerns, in line with the school's policies. The

safeguarding leaders are responsive and supportive when staff raise concerns about pupils. Staff have confidence that their concerns will be dealt with promptly, and that leaders take appropriate action.

The safeguarding team knows pupils' needs well. It has developed strong relationships with external agencies to ensure that pupils and families get appropriate support when needed.

Pupils said that they feel safe and know how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum is not implemented as well as it could be, pupils' errors are not corrected in a timely way and misconceptions persist. This means that pupils have a less secure knowledge base on which to build. Leaders should ensure that the curriculum is implemented as they intend, with more precise checks on pupils' learning.
- In some subjects, pupils have limited opportunities to discuss subject content. In such cases, they do not articulate their learning with confidence. Leaders should consider how to create opportunities for pupils to discuss subject content and debate issues and ideas in a considered way.

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 information from Ofsted Parent View 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 are the school and you are 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

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| Unique reference number | 145135 |
| Local authority | South Gloucestershire |
| Inspection number | 10212169 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 745 |
| Of which, number on roll in the sixth form | 82 |
| Appropriate authority | Board of trustees |
| Chair of trust | Ann Spackman |
| Headteacher | Natalie Wilcox |
| Website | www.yateacademy.co.uk |
| Date of previous inspection | Not previously inspected under section 5 of the Education Act 2005 |

Information about this school

- The school is a smaller-than-average secondary school.
- It has resourced provision for pupils with hearing impairment.
- The school is part of the Greenshaw Learning Trust.
- The school uses alternative provision at Pathways Learning Centre.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, senior leaders and representatives of the trust. Meetings were also held with curriculum leaders, class teachers, non-teaching staff and the special educational needs coordinator.
- Inspectors met with safeguarding leaders, including the designated safeguarding lead. They examined school records and discussed safeguarding cases.
- Inspectors completed deep dives in the following subjects: English, history, languages and mathematics. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors considered 70 responses to Ofsted's online survey, Parent View, including 68 free-text responses. They also considered the views of staff and pupils in Ofsted's online surveys.

Inspection team

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|---------------------------------|-------------------------|
| Tracey Reynolds, lead inspector | Her Majesty's Inspector |
| David New | Ofsted Inspector |
| Stephen McShane | Her Majesty's Inspector |
| Lydia Pride | Her Majesty's Inspector |

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