

Inspection of All Saints' Church of England Academy

Sunnyside Road, Wyke Regis, Weymouth, Dorset DT4 9BJ

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is John Cornish. The school is part of Ambitions Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sian Thomas, and overseen by a board of trustees, chaired by Caroline Sard.

What is it like to attend this school?

Pupils at All Saints Church of England Academy are happy and safe. The school has a clear ethos of 'Act wisely, Build Community, Help Others'. The school curriculum extends beyond the academic. For example, pupils' talents and interests develop through competitive sport and performing in the school production. While the school has the ambition for all pupils to achieve academic success, this is not currently realised in the work and examination outcomes of older pupils.

The school has raised expectations for pupils' behaviour. Pupils are clear about the consequences of poor behaviour and appreciate that their lessons are not disrupted. Pupils do on occasion experience bullying. While they know that it is not tolerated by the school, pupils are not always confident about the consistency with which adults will resolve their concerns.

Pupils take on leadership roles within the school. The student council provides an avenue for pupils to discuss with leaders the changes that the school is planning. Pupils enjoy the new reward system that recognises a positive attitude towards their work each lesson. They look forward to the trips and visits that take place to enrich the curriculum.

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

The school has planned a broad curriculum for pupils. This sets out what pupils will learn and when so that pupils' knowledge builds over time. Pupils in Years 7 to 9 are now studying a more ambitious curriculum. Pupils currently in Years 10 and 11 do not benefit from this curriculum. As a result, they lack key knowledge and understanding. This is hindering their ability to learn more. The school does not have high enough expectations for the work of these pupils to ensure that they are well prepared for their examinations.

Assessment strategies identify pupils' gaps in knowledge and misconceptions. However, the curriculum is not sufficiently adapted to address these. When pupils have significant gaps in their understanding, they are unable to learn new concepts as securely as they might.

Reading is at the heart of the curriculum. The school accurately identifies the weakest readers and the reasons for their difficulties. The school supports these pupils to improve their reading accuracy and confidence effectively. All pupils read regularly as part of the 'Drop Everything and Read' programme. The school has chosen texts to inspire and build the cultural understanding of pupils. Pupils engage with academic texts in subjects across the curriculum.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). Teachers receive the information and training they need to support these pupils in lessons. However, where the curriculum is not well implemented in key stage 4, pupils with SEND are particularly disadvantaged.

The 'Learning for Life' and religious education curriculum has been carefully planned to support pupils' personal development. Pupils learn about how to keep themselves safe and healthy. This includes teaching pupils about sex and relationships in an age-appropriate way. Pupils understand the importance of fundamental British values within life in modern Britain. Pupils experience regular opportunities for spiritual reflection. They enjoy debating ethical issues to deepen their understanding of different viewpoints.

The school has a comprehensive careers programme. Pupils in all year groups engage with the world of work through guest speakers and workshops. The school supports pupils to make informed choices about their future education or employment.

The trust recognises the importance of all pupils attending school regularly. Leaders monitor attendance patterns closely. Staff work with families to understand the reasons for persistent absence. As a result, attendance is beginning to improve.

The school is using a range of intervention strategies to raise the outcomes for Year 11 pupils. Staff invest significant time into these approaches. However, the school is not closely reviewing the impact of these strategies on pupils' knowledge and understanding. This prevents the school from making adaptations to plans to ensure that pupils achieve their best.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in key stage 4 do not study an ambitious curriculum that will prepare them well for further education or employment. The trust should ensure that expectations are high within the curriculum for pupils' knowledge, understanding and outcomes.
- Assessment information about pupils' gaps and misconceptions is not used effectively to review and adapt the curriculum. As a result, these gaps are not corrected and continue to hinder pupils' ability to learn new content. The trust should ensure that assessment information is used to review and plan adaptations to the curriculum so that pupils are secure in their knowledge and understanding of key concepts.
- The school does not routinely monitor and review the impact of actions and interventions on pupils' outcomes. This prevents the school from making adaptations to ensure that all pupils are benefiting from the approaches as intended. The trust should ensure that the actions undertaken by the school have a greater impact on pupils' achievement.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147214
Local authority	Dorset
Inspection number	10288240
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	759
Appropriate authority	Board of trustees
Chair of trust	Caroline Sard
CEO of the trust	Sian Thomas
Principal	John Cornish
Website	www.allsaints-academy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is part of the Ambitions Academies Trust.
- This is a Church of England school in the Diocese of Salisbury. A Statutory Inspection of Anglican and Methodist Schools was carried out in November 2021. These inspections are normally carried out every five years.
- This school uses two registered alternative providers and four unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also met staff, trust executive leaders, the chair of the academy council and the chair of trustees.
- Inspectors carried out deep dives in these subjects: mathematics, science, English and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors viewed a range of school documentation, including minutes of the academy council meetings and the school's self-evaluation and development plans.
- Inspectors met with the special educational needs coordinator and reviewed plans that support pupils with SEND.
- Inspectors spoke to a representative from the Diocese of Salisbury.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
Anna Mills	Ofsted Inspector
Nic Blunsum	Ofsted Inspector
Matthew Collins	Ofsted Inspector

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