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Inspection Report

**Better
education
and care**

Unique Reference Number 132809
LEA
Inspection number 282295
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mrs Lesley Aers

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

Type of school	Secondary	School address	Blair Avenue
School category	Voluntary aided		Ingleby Barwick
Age range of pupils	11 to 16		Stockton-on-Tees, TS17 5BL
Gender of pupils	Mixed	Telephone number	01642 754650
Number on roll	480	Fax number	01642 751917
Appropriate authority	The governing body	Chair of governors	Mr Kate Brown
Date of previous inspection	Not applicable	Headteacher	Mr Kevin Mann

Age group 11 to 16	Inspection dates 5 December 2005 - 6 December 2005	Inspection number 282295
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

All Saints CE School opened in September 2003 in new buildings constructed in partnership between York Diocese, Stockton LEA, and a private contractor. Most pupils live in Ingleby Barwick which is an expanding area of new housing. The proportion of pupils eligible for free school meals is well below average. Pupils enter the school with attainment that is above average. Around 5% come from minority ethnic groups. The first year group through the school has now reached Year 10. The headteacher has been in post since January 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. By the age of 14, pupils' attainment is well above average, and their achievement is good. This is due to the outstanding care, guidance and support which pupils receive, and the good quality of teaching. The school promotes pupils' personal development and well-being effectively. Pupils' attendance is well above average and their attitudes and behaviour are good, often very good. The school is a well-ordered community with a strong Christian ethos. The curriculum provides good opportunities for pupils and helps them to develop an impressive level of confidence. Pupils enjoy coming to school and parents appreciate all that the school offers. The school is well managed with a good capacity to improve still further, though systems for self-review are not yet sharp enough. The school has an outstanding commitment to helping every pupil to achieve his or her potential.

not applicable

What the school should do to improve further

- Improve the overall quality of teaching by sharing the techniques seen in the best lessons for getting pupils to think for themselves.
- Replace the present informal school review process with a structured system for deciding how well the school is performing.

Achievement and standards

Grade: 2

Pupils enter the school with attainment that is above average. By the age of 14 they have attainment that is well above average, as shown by results in national tests in English, mathematics and science in 2005. This represents good achievement. The attainment of boys in these tests, particularly at the higher levels, and especially in English, was well above average. There was some underachievement of girls in science due to staffing difficulties during the year.

Pupils' skills in information and communication technology are very good. Pupils show good development of their skills in reading, writing, speaking and listening. They are articulate and can express their views clearly. In particular, higher-attaining pupils who are now completing their first pieces of GCSE coursework can write with an impressive fluency. Pupils learn to handle numbers confidently.

Those pupils who have difficulties in learning achieve well given their starting points and they receive good support. Pupils from minority ethnic groups make progress in line with all other pupils.

The school has rightly set high targets for the first group that will take GCSE, in 2006.

Personal development and well-being

Grade: 2

Pupils feel safe and secure and know that adults listen to them. School routines are very clear. Attendance is well above average. Behaviour is consistently good and often very good. Pupils pay attention in lessons and almost all are eager to learn. They respond very well when they have the opportunity to show independence and creativity.

The moral and social development of pupils is very good. This is shown by the respect they show for each other, and the very good relationships in school. Pupils from different ethnic backgrounds mix together very well. Christian values are evident in the school. Spiritual development is shown in the opportunities for reflection and worship in the weekly service. Cultural and multicultural development is good.

Pupils learn the importance of healthy eating and regular exercise. The personal, social, health and citizenship programme promotes well pupils' awareness of how to keep safe. They are acquiring skills that will equip them well for their future careers. There is evidence of their extensive involvement in community and charity work, for example the support that is given to a school in South Africa. The school council plays an important role in the school community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some outstanding examples. Teachers plan very thoroughly using an agreed format and they are careful to address the needs of all their pupils. The strong working relationships in the classroom and the pupils' very good attitudes result in their good achievement. In the best lessons, teachers set up activities that will enhance pupils' enjoyment as well as their learning. The digital whiteboard is used to deliver interesting demonstrations and to enable pupils to contribute to the lesson. However, pupils are not invited to be so actively engaged in all lessons and their thinking skills are not always challenged sufficiently.

Curriculum and other activities

Grade: 2

The curriculum is good. In Years 7 to 9, it meets all statutory requirements and all pupils have one lesson a week of performing arts. Citizenship has a well-planned scheme of work and pupils show great enjoyment in this new subject. Most departments have links with primary schools so that there is smooth transition. Pupils who find learning difficult have support to enable them to participate fully in lessons.

The new curriculum for Years 10 and 11 was set up in consultation with pupils. There is a range of vocational courses alongside traditional academic subjects to suit pupils' different needs. Many pupils have chosen a mix of both. Pupils report how much they enjoy subjects with a practical element such as engineering. Other new subjects enable

pupils to work in real contexts such as nurseries, old people's homes and primary schools. During the week of the inspection, pupils following business studies took part in an Enterprise Day. Work experience and work-related learning are embedded in the curriculum as pupils move through Years 10 and 11. The curriculum provides opportunities for all learners to progress and develop well. Pupils are encouraged to be creative and independent.

There is a wide range of clubs and activities outside the school day which are well-attended.

Care, guidance and support

Grade: 1

The school provides outstanding care for its pupils. Health and safety procedures are fully in place and risk assessments carried out. Child protection procedures are followed meticulously. Outstanding care and attention are given to some vulnerable individuals. There are good links with external organisations to support their welfare. Pupils say that there is very little bullying and, if there is any, it is dealt with quickly and effectively.

There is a comprehensive programme of personal, social and health education which covers key areas for pupils of this age. It also raises awareness of social and global issues. Pupils are given guidance on careers and are able to attend a Careers Day. Those choosing their GCSE options are given individual advice.

The academic progress of each pupil is very carefully tracked with half-termly assessments adding to the range of data that the school has available. Parents are kept very well informed. The school has recently carried out a survey of parents' views and the results were overwhelmingly positive.

Leadership and management

Grade: 2

The school is well-led. The headteacher and two assistant headteachers work together as a very effective team. The school improvement plan provides an excellent vision of what the school is intending to achieve with a commitment to raise standards and to improve the provision still further. An application to achieve specialist Business and Enterprise school status is being energetically pursued. The quality of the leadership means that the school has a good capacity to improve.

The findings of this inspection either concur with the school's own judgements or are of a higher grade. Currently, school self-evaluation depends on informal procedures and the detailed knowledge that senior managers have of the school. However, as the school grows to its final size, a more systematic approach will be needed. There are already proposals for reviews of subject faculties, and middle managers are keen to participate in these. Monitoring of teaching is to become more formal. Governors are also discussing the part they can play in school self-reviews. Governors support the

school and its ethos. They are prepared to challenge the headteacher in areas where they are knowledgeable.

Performance management is operating smoothly. The school's own judgements on teaching quality are accurate and training is already planned to achieve even greater consistency in the classroom. Staffing is now stable and many teachers who have been at the school since it opened are fiercely loyal to it.

Resources are well managed in partnership with the private finance provider. The management of the budget is secure. The school provides good value for money. The Christian ethos of the school ensures that each individual is valued; this aspect of the school is outstanding.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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30 November 2005

Dear Pupils

As you know, I have been in your school this week with a colleague to carry out an inspection. We met some of you in discussion groups or in class, and I would like to thank you for being so forthcoming. You feel that All Saints is a good school and we agree with you. We have decided it is a good school with some outstanding features.

You are making good progress. You are achieving well because of the outstanding guidance and support which you receive, and because of good teaching. Some of your lessons are outstanding, and in those you are all fully involved in activities. Sometimes in lessons, some of you are rather passive, and we have asked your teachers to make sure you are more active on these occasions.

You told us that you particularly like subjects where you can be involved in practical activities. Your school gives you good opportunities for this, especially in some of the subjects you can choose when you enter Year 10. You are encouraged to be creative and independent, and you are making good progress in those skills that will enable you to earn your own living in the future. Many of you are prepared to take extra responsibility such as in the school council.

We were very impressed by your behaviour, and also by the way you treat each other with respect. This is a school where every individual is valued, and your teachers are working very hard to make sure that each one of you reaches your potential. They give you the opportunity to attend extra sessions and clubs outside of the school day. You have told us how you appreciate the advice you are given on how to improve your work.

You care for others in your community, and also in other parts of the world. We were impressed by the work you do for charity. We feel that, as a Church school, you are demonstrating Christian values.

Your headteacher, governors and the other leaders are running your school well. We have asked them to have a more detailed system of monitoring the school's performance, especially as it

is still growing in size. We know that there is to be a survey of your own opinions so you will be able to contribute to the review. We have also asked them to get more teachers to use the interesting ways you were encouraged to think for yourselves in some lessons.

We believe your school is in a good position to improve even further.

Yours sincerely

Lesley Aers

Lead Inspector