

# All Saints' Church of England School, Weymouth

Inspection report

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<b>Unique Reference Number</b>	113896
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	289761
<b>Inspection dates</b>	20–21 March 2007
<b>Reporting inspector</b>	Brenda Cusdin HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	927
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim West
<b>Headteacher</b>	Tim Balmforth
<b>Date of previous school inspection</b>	14 January 2002
<b>School address</b>	Sunnyside Road Wyke Regis Weymouth DT4 9BJ
<b>Telephone number</b>	01305 783391
<b>Fax number</b>	01305 785291

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors. An inspection of the religious character of the school under section 48 of the Education Act 2005 was carried out on 21 March 2007. The findings of the section 48 inspection are available in a separate report.

## Description of the school

All Saints' aims to educate children in a supportive atmosphere based on Christian values. The school attracts students from across the deanery of Weymouth and Portland. Most families live in an urban environment within this tourist area. The vast majority of students are White British. Very few are at the earliest stages of learning English as an additional language. Attainment of students entering in Year 7 is above average. The proportion of students identified as having learning difficulties and disabilities is higher than nationally. The dyslexia unit caters for ten students. All Saints is part of a federation of all schools and the tertiary college in the borough. All Saints has specialist status in science.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

All Saints' is a good school with some outstanding features. Students speak animatedly about the impressive extra-curricular provision. They develop excellent personal skills. Their spiritual, moral, social and cultural development is outstanding. Standards are high and achievement is mainly good.

The headteacher has led the school exceptionally well, ably supported by the senior team and governors. Self-evaluation is accurate and honest. Careful thought and great skill lie behind the sensible steps being taken to ensure that students do make really good progress over time. Resources are managed very astutely.

Already, recent improvement strategies are having a positive impact. For instance, the teaching and learning project in Year 8 is broadening both teaching styles and students' learning skills. Staff have worked hard to improve the use of assessment information and involved students in these developments. Much-improved tracking arrangements mean that staff can pinpoint any underachievement during the school year and intervene more speedily. The school's regular assessments of standards show that students are generally making good progress towards the more challenging targets now set.

The school has greatly improved its assessment systems. There are some very good examples of productive marking in exercise books but there are also instances where marking is thin or not particularly useful.

The school's inclusive approach to all its work is valued widely. Staff at many levels contribute to the good quality of the provision overall. Care, support and guidance work well and students with learning difficulties and disabilities make good progress. Teaching is good. The curriculum is good and further significant improvements are planned for the coming year.

Staff liaise very constructively with other institutions, outside agencies, the local authority and the wider community. Parents really value what All Saints offers. For example, one parent wrote, 'All Saints cares about the whole child – and not just results', and another, 'Our son is thriving at this well-organised, supportive school and is achieving more than we thought possible'.

### What the school should do to improve further

- Improve the quality of marking by establishing what makes really effective and manageable practice, and consistently applying it.

## Achievement and standards

### Grade: 2

Standards are high. In the last few years, Year 9 test results and Year 11 GCSE examination results have been consistently above average. The number of Year 11 students gaining five or more A\* to C GCSE passes including English and mathematics has risen steadily from 2004, when it matched the national average, to above average in 2006.

In 2004 and 2005, Year 9 students achieved really well given their starting points in Year 7, whereas Year 11 students achieved fairly well. In 2006, the Year 9 students achieved in line with their targets for English, mathematics and science. The Year 11 students' achievement improved substantially. They made good progress, including students with learning difficulties

and disabilities. The boys achieved especially well. The girls who were above average at the end of Year 6 were the only group to make satisfactory rather than good progress.

Various developments, including the mentoring of all Year 11 students and the keen focus on borderline GCSE C/D grade students in mathematics and science, are paying dividends. The school's specialism in science is encouraging more boys and girls to pursue science to greater depth and higher levels. The school's tracking indicates that current students, both boys and girls, are generally making good progress towards achieving challenging targets.

## **Personal development and well-being**

### **Grade: 1**

Students' personal development and well-being are outstanding. Students relish the excellent range of extra-curricular activities. They have very positive attitudes to learning. Most attend and behave well. They very clearly recognise the importance of healthy lifestyles, appreciate the healthy food choices and participate actively in sports. Students say that they feel safe, and that teaching and support staff deal with any bullying incidents effectively. Students earnestly discuss dangers that can face young people, such as access to drugs, and help each other plan ways to deal with such situations safely.

The spiritual, moral, social and cultural development of the students is outstanding. The promotion of Christian values runs through everyone's experiences of school. Students develop a respect and tolerance for others. They have a strong awareness of their place in the community. They develop very good social skills as they progress through the school. Most show an understanding of the breadth of cultural traditions in the wider society.

Students' contribution to the community is exceptional. They mentor others, raise funds for charity, make presentations at assemblies and initiate projects, such as War on Waste, which both educate and achieve practical outcomes. These leadership skills, together with high standards in basic skills, particularly in science and mathematics, mean that they are extremely well prepared for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Generally, teachers plan carefully. They assess students' progress with well-focused questioning so that they can sustain a brisk pace throughout the lesson. Relationships are very good and help create a mature atmosphere that students clearly enjoy. Often, teachers give students time to think things through and discuss their ideas with others so that they can explain these ideas confidently to the whole class. This helps to promote good achievement and outstanding personal development.

In the most effective lessons, teachers take care to ensure that students understand very clearly what is expected of them and how to achieve high standards. The teachers in the Year 8 project speak enthusiastically about the improvements in their classroom practices. Already students are better able to explain their thinking because teachers' questioning is more probing.

A few lessons seen lost pace in learning, for example, when objectives were not defined well enough or questioning was not sufficiently penetrating to reveal students' misunderstandings and deal with these.

## Curriculum and other activities

### Grade: 2

The curriculum is good, meeting all statutory requirements. As a specialist science school, subjects plan scientific themes into learning. Good links with science-based businesses help students understand the application of science and technology increasingly well. These links provide valuable, real-life experiences of work and enterprise activities.

An increased range of vocational courses offers good options for studies at college or in school. Sensitively designed improvements for next year will mean that more students will get the mix of courses that matches their needs and interests exactly. Wide-ranging, very popular enrichment and extra-curricular activities give outstanding opportunities for students to use initiative, show responsibility and keep fit and healthy. Students enthuse about their exciting experiences in arts projects and sporting events.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good. Procedures for ensuring students' safety are robust. Staff recruitment arrangements are efficient and child protection practices clear. Students say that they are comfortable asking staff for help, for instance, to help resolve relationship issues. As one student put it, 'adults are skilled in bridge building'. Staff and older students work together well to ensure that the Year 7 intake settles quickly. Good team-working amongst staff and liaison with other agencies result in useful guidance about option choices in school and post-16.

The tracking of most students' academic progress is good. There are thorough procedures in place to ensure that students know what they have to do to achieve their longer-term targets. There is much good practice in marking. This guides students in ways to raise their achievement day by day but some marking is not as effective as it could be.

Support for students with learning difficulties and disabilities works really well. They make good headway with their learning and gain in confidence. However, in some cases their shorter-term targets do not give enough guidance about the specific skills they need to learn next.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher has led the school exceptionally well. He celebrates the school's strengths with real warmth and pride, and addresses weaknesses with determination and sensitivity. Priorities for improvement are well reasoned and clearly flagged. His creative and tight management of funding ensures that it is put to very good use. Despite some continuing difficulties with cramped accommodation, staff morale is high.

There is good capacity to improve further. The established senior team works together effectively. New initiatives are managed purposefully. Developments in teaching and learning have been very well led and training targeted thoughtfully. Introducing more flexibility in the curriculum, and translating this into a workable timetable for next year, is another major move forward.

Senior managers are raising expectations across the staff by consistently setting more challenging targets at whole-school level and in subjects. The improved tracking of students' progress is a very useful development. Generally subject and pastoral leadership is good. Where subject leadership is not as strong, sensible steps are taken to ensure that subject improvements continue.

The governors play a key role in discussing major policy decisions. They support the senior team constructively and use their wide range of expertise well. Parental views have been canvassed formally and their input is welcomed. The vast majority of parents returning questionnaires for the inspection were overwhelmingly satisfied with their choice of school.

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## Annex A

## Inspection judgements

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

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Many thanks for our warm welcome. We really enjoyed meeting you. We learnt a great deal from talking with you and the staff, and joining your lessons and other activities.

We agree with your staff – your school is good and some things are excellent. And you are playing a key part in making All Saints such a good school.

We were very impressed by what you told us about the extra-curricular activities. You have excellent opportunities to join bands, play sports, go on visits etc. Your school has a very special character, which is helping you to develop an excellent understanding of important issues and Christian values. You are developing very good personal skills.

Standards are high. You now have more challenging targets. Your teachers are carefully checking that all of you make good progress towards them. You get good support when you find things more difficult. Teaching at your school is good.

Your headteacher, senior team, staff and governors make a strong team. They are, rightly, proud of your school's strengths. If they think anything is not going well enough, they thoughtfully plan how to improve it. Your teachers are working successfully on new initiatives that will make a difference, for instance, the Year 8 teaching and learning project. You explained about 'think, pair, share' and why it worked well for you, and we saw it happening in lessons.

Some marking in your books is very useful indeed. It helps you to improve your answers and explanations. But sometimes this does not happen. Your headteacher is keen to involve you and your teachers in discussing ways to make marking really help you and keep the workload reasonable for your teachers. We know that you will have lots of suggestions!