

# 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>	338263
<b>Inspection dates</b>	13–14 October 2009
<b>Reporting inspector</b>	Tony Shield

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 of pupils on the school roll</b>	927
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	C Breward
<b>Headteacher</b>	Tim Balmforth
<b>Date of previous school inspection</b>	0 March 2007
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 40 lessons, and held meetings with governors, members of staff and students. They observed the school's work, and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of students' progress. They also took into account the views of parents, students and staff expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which all groups of students are achieving their potential, including average and more able students and girls
- how consistently teachers use assessment and marking to challenge all students to achieve their best
- how well the school looks after its most vulnerable students and ensures they make as good progress as other students
- confirmation that aspects judged outstanding by the school meet the new criteria for excellence
- the extent to which all middle managers are effectively involved in self-evaluation and school improvement.

## Information about the school

All Saints is an average size comprehensive school which serves the deanery of Weymouth and Portland. The school is popular with parents and oversubscribed. Most students are of White British origin and there are small numbers of students from a range of other ethnic heritages. The proportion of students with special educational needs and/or disabilities is average; most of these students have moderate learning difficulties or behavioural and emotional difficulties. The school also houses a small unit for students with dyslexia. The school has specialist status in science and since September 2009 has taken on languages as an additional specialism. It has won a number of awards for its work, including the 'eco school', Sports mark and an award as a high performing specialist school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

All Saints C of E School is an outstanding school with a number of significant strengths. It benefits from students whose positive attitudes and sheer enjoyment of school contribute strongly to their achievement. At the same time, the school's Christian ethos generates a culture of support and care which enables students to thrive. The school has created a culture of high expectations and ambition, where students' personal development is as important as their academic achievement.

Parents are enthusiastic in their support of the school. Typical of comments received by inspectors were: 'My daughter is extremely happy at All Saints'.a fantastic school and we feel very lucky', and 'lovely, welcoming, friendly atmosphere where all children are treated as equal with compassion and encouraged to achieve their full potential'.

The significant strengths of the school are:

- Standards are significantly above average and students achieve well throughout the school. GCSE examination results are improving as the quality of teaching improves and inspires students to do their best.
- Teachers have high ambitions for their students who respond with determination and a pride in what they do. While most teaching is good, some is inspirational.
- Relationships throughout the school community are excellent and the school thrives on mutual respect and tolerance. Students' spiritual, moral, social and cultural development is outstanding, encouraged by the school's emphasis on valuing and trusting one another.
- The school's status as a science school, and more recently as a language school, is helping to promote excellent links with local primary schools and the wider community generally.
- The excellent curriculum is enriched by an outstanding range of well- supported extra-curricular activities, visits and visitors which help to bring learning alive.
- Students' behaviour is exemplary and their thoughtfulness and concern for others are noticeable features of the school.
- Students feel safe and the school's concern for their care and well-being is at the heart of all it does. Vulnerable students and those with special education needs and/or disabilities do particularly well.

The headteacher leads with integrity and his vision is widely shared by all staff and governors. Self-evaluation is guided by a meticulous analysis of performance data, and a judicious development plan offers a secure framework for further improvement. The school knows itself well and recognises that there are still inconsistencies in the way in which teachers use assessment, including marking, to adapt lesson plans to ensure every student is set work which challenges him or her to excel. However, led by one of

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the deputy headteachers, there is an effective structure for sharing good practice and, amongst the staff, a professional and reflective approach to improving their teaching. While standards are improving, there is a passionate pursuit of even higher standards. The school's track record of recent improvement alongside their plans for further development indicates that it has an outstanding capacity to sustain improvement.

**What does the school need to do to improve further?**

- Ensure more consistent progress of all students by:
  - using information on how well students are doing more precisely, to set tasks which build on students' prior attainment and challenge individual students to achieve their full potential.

**Outcomes for individuals and groups of pupils****1**

All students enjoy their learning at the school, and respond enthusiastically to good teaching. They cooperate well with teachers and with each other, participate keenly in class discussion and settle promptly to work. Students work with considerable pride and diligence. They are keen to respond to teachers' questions, make thoughtful responses, and work effectively together in pairs and in groups. These are the key factors in the good progress both boys and girls make.

Performance in GCSE examinations in 2009 was higher than the previous year, where standards against most indicators were significantly above average. Importantly, the drift downwards of the key measure of students achieving five or more A\* to C grades including English and mathematics was reversed. This was the result of decisive and successful action to intervene where students were at risk of not fulfilling their potential. Improvements have been sustained and while boys have always done very well, evidence from the inspection indicates that girls are also doing well. Indeed, there is no significant difference between the achievements of different groups and students of different abilities; all students make good progress.

Students reflect on the impact of their actions on others, both in school and in the wider world. In this respect, the school's international links give students an acute understanding of their responsibilities as global citizens. This emphasis on thinking about and serving others is threaded through much of the school's work and not just in the programme for students' personal, social, and health education. Through opportunities to contribute as peer mentors, running the science festival, helping out with reading in local primary schools, and being prefects or members of the school council, students develop a real and meaningful awareness of their responsibilities. Students themselves comment that the school is a real community and looks after them well. They feel very safe and are confident that bullying is dealt with quickly and effectively. Behaviour is exemplary both in lessons and around the school. Students have a good understanding of what constitutes a healthy lifestyle although admit that when able to choose, their preference was often for less healthy options. They are very well prepared for their futures beyond school, and the school promotes a range of events, such as Young

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Enterprise activities and links with local engineering firms, to develop workplace and enterprise skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching is nurturing good learners, and a curiosity and love of learning. In classrooms, learning is focused and purposeful. Lessons are well managed, while students are attentive and enthusiastic. Teachers have clear and high expectations and adopt a wide range of learning strategies to challenge and interest the students. Much of the very best teaching places an emphasis on making students think for themselves and developing their confidence in solving problems without the help of the teacher. For example, in a Year 10 textiles lesson, students were encouraged to challenge themselves to produce designs within a vibrant learning atmosphere. Students demonstrated a mature attitude to work and were encouraged to develop good independent learning skills. Questions are generally used well to gauge how much the students have learnt and also to probe and deepen understanding. Sometimes however, opportunities are missed to adjust the progress of the lesson to better match the needs

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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of individuals within the class. Planning is not always closely geared to every student's level of skills and understanding. This sometimes results in a lack of sufficient challenge. Above all, it is the framework of good relationships which gives students the confidence to succeed. Students commented how much they enjoy learning, and they appreciate the help which teachers are prepared to give. As one Year 9 student commented: 'if you need help for anything, there is always someone there!'

The curriculum is imaginatively and flexibly planned to ensure that learning matches students' interests and aptitudes. There are opportunities, for example, for able students to study three separate sciences or to take some GCSE courses one year early. On the other hand, students who find learning more difficult are provided with well-constructed support and intervention programmes. An increasing range of applied, vocational and work-related courses ensures that students can access a curriculum which is geared to their needs. There is a wide-ranging and popular programme of enrichment activities that give students excellent opportunities for developing their personal and social skills. All students benefit from the school's outstanding procedures for care, guidance and support. They are confident in the adults that care for them. This confidence is underpinned by a comprehensive range of policies and robust procedures for ensuring students' safety and well-being. Effective links with external agencies support a number of vulnerable students. The proactive work of the pastoral team, including heads of year and the pastoral support worker, is very effective in ensuring students at risk are well provided for. Students blossom in this caring and supportive environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, and leaders and managers at all levels are ambitious for their students and the school. The headteacher's vision is successfully transmitted to the rest of the school, and a range of strategies to drive up standards even further is in place. Recent improvements to levels of attendance and performance in both mathematics and science are testament to the success of this work. The academic performance of different groups of students is monitored carefully and underpins the school's work to promote equality and tackle discrimination. This commitment to inclusion is very strong and helps ensure that all students have every opportunity to take part in everything. As a result, all groups of students feel valued and confident to achieve well. Although all heads of department are effective managers, not all are so confident in leading teaching and

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learning within their subjects. The school is well served by the very committed and knowledgeable governing body, whose experience and expertise are effective in holding the school to account.

Arrangements for the safeguarding of students are robust and the school ensures that students have a strong understanding of how to keep themselves safe. At the time of the inspection, all safeguarding policies were in place. The school makes a good contribution to community cohesion. A detailed audit has opened up a good understanding of the needs of its local community and actively engages with them. The school has also developed a strong international dimension to its curriculum. While students' awareness of cultural diversity within Britain is less well developed, the school has well-considered plans to tackle this.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Responses were received from 129 parents and carers. Those responding were overwhelmingly positive about the school. Very few indicated concerns or had negative comments about any aspect of the school's work. Parental comments commended the Christian values which permeate the school's work, the safe environment, and the supportive and caring way in which problems are dealt with. There were very few negative comments, and none were borne out by inspection evidence.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints C of E School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 129 completed questionnaires by the end of the on-site inspection. In total, there are 927 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	42	70	54	2	2	1	1
The school keeps my child safe	60	47	67	52	2	2	0	0
The school informs me about my child's progress	49	38	71	55	2	2	0	0
My child is making enough progress at this school	51	40	66	51	4	3	0	0
The teaching is good at this school	48	37	73	57	2	2	0	0
The school helps me to support my child's learning	41	32	76	59	4	3	0	0
The school helps my child to have a healthy lifestyle	35	27	76	59	8	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	36	66	51	4	3	0	0
The school meets my child's particular needs	53	41	65	50	5	4	0	0
The school deals effectively with unacceptable behaviour	38	29	76	59	6	5	0	0
The school takes account of my suggestions and concerns	29	22	76	59	5	4	0	0
The school is led and managed effectively	60	47	65	50	0	0	0	0
Overall, I am happy with my child's experience at this school	73	57	51	40	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 October 2009

Dear Students

Inspection of All Saints C of E School, Weymouth DT4 9BJ

Thank you very much for being so welcoming when we recently visited your school. We enjoyed talking to you and were particularly impressed by the courteous way in which you greeted us and the maturity you showed in answering our questions. It is clear that you enjoy being students at the school and take part in everything the school offers with energy and enthusiasm. Yours is an outstanding school and you are rightly proud to be part of it. These are the main elements in our report:

- Your very positive attitudes and enjoyment of school are a strong contributory factor in your good progress.
- Good, and sometimes inspiring, teaching ensures you do very well.
- Adults take considerable care to ensure that you are exceptionally well looked after and supported through school.
- Many of you develop confident personal and social skills which help prepare you well for your future beyond school. You behave with consideration and thoughtfulness to one other.
- The curriculum is excellent and there is a superb range of clubs and enrichment activities.
- The headteacher and all other managers carry out their responsibilities exceptionally well.
- We have asked the teachers to consider how they use information about how well you are progressing to set you work which builds more precisely on your current knowledge and challenges you even more in lessons to reach even higher standards.

Thank you once again for your help during our visit. Good luck with your work in the future!

Yours faithfully

Tony Shield

Lead Inspector

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