

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Academy			
Address	Honicknowle Lane, Pennycross, Plymouth, PL5 3NE		
Date of inspection	08-09/05/2019	Status of school	Secondary – The All Saints Church of England Academy, Plymouth – inspected as Voluntary Aided
Diocese	Exeter	URN	136142
Overall Judgement		Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
Additional Judgements			
The impact of collective worship		Grade	Good
The effectiveness of religious education (RE)		Grade	Good
School context			
<p>All Saints Secondary Academy has 623 pupils on roll. Its sixth form is closing and has 44 students in Year 13 only. Nearly all pupils are of White British heritage with very small numbers from other ethnic groups or who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs and/or disabilities is well above national averages. Since the previous denominational inspection, the academy received an Ofsted inadequate judgement and a subsequent substantial turnover of teaching staff and senior leaders.</p>			
The school's Christian vision			
<p>'I have come that they may have life and have it to the full' John 10.10</p> <p>All Saints Academy ensures that every student is well-educated, prepared for the future and is able to live life to the full. Our mission here at All Saints is summarised by the motto, 'Together We Succeed'. To achieve our mission, we have four core values: faith, foundations, family and futures.</p>			
Key findings			
<ul style="list-style-type: none"> • The headteacher's effective leadership is well-focused, including how the Christian and inclusive vision is driving forward rapid improvements. However, evaluation of the impact of the Christian vision, including of collective worship and religious education (RE), by governors is limited. • Whilst retaining its Christian foundation, the academy's leadership team works closely with the Ted Wragg Multi-Academy Trust and the Reach Academy Feltham. These partnerships are having a positive impact on the firm and sustainable improvement in, for example, teaching and learning, progress and attainment. • Collective worship and RE are key components in expressing the academy's Christian and inclusive vision. • Positive improvements to the curriculum are enhancing provision. Linking this to the academy's vision and particularly to a shared understanding of spiritual development within its context is less thoughtfully planned. • Reflecting the academy's vision, pastoral support is very well focused and fittingly contributes to providing a compassionate and encouraging learning environment, including for its high proportion of vulnerable pupils. 			
Areas for development			
<ul style="list-style-type: none"> • Develop the regularity and rigour with which governors evaluate the impact of the academy's Christian vision, including collective worship and RE, so that its Christian underpinning is ensured and extended. • In taking the next step of embedding the effectiveness of the academy's vision, develop a shared understanding of spiritual development to include how issues of spiritual and ethical concern are addressed across the whole curriculum. 			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

A key element of the academy's focused development planning is a new inclusive Christian vision. This is providing a firm foundation for on-going development. It suitably emphasises the importance of an appropriate education in 'living life to the full'. Thus, it is beginning to raise pupils' aspirations and to positively influence improved attitudes to learning. Although recently introduced it is becoming well known and an acknowledged cornerstone for further improvement. The vision permeates the work of senior leaders. Middle leaders and others are beginning to understand and express its significance well. Likewise, the longer-standing focus on, 'faith, foundations, family and futures', are supporting the vision well. They are the, 'golden threads' that run through the academy. Whilst governors support this Christian vision their involvement in evaluating its impact, including through collective worship and RE, is under-developed.

The academy has a history of low achievement as reflected in examination results which were consistently well below national averages. This culminated in an Ofsted inadequate judgement in 2017. Governors and senior leaders have made difficult but necessary decisions in the intervening period. This has included the strategic decision to close the sixth form, although it is hoped that long-term it will be reinstated. Significant staff changes have happened but there is now more stability in staffing. Governors ensure that collective worship and RE meet statutory requirements and the importance of the work of the chaplain is appropriately considered. The Diocese of Exeter also supports the academy's chaplaincy which makes a significant contribution to its Christian underpinning and to the wellbeing, including mental health, of staff, pupils and their families. For example, the chaplain provides a listening ear and practical and prayerful support for staff and pupils in times of need.

The current headteacher came into post in September 2018. His leadership is effective. The forward-looking planning of senior leaders and governors and the partnerships with the Ted Wragg Education Trust and the Reach Academy, Feltham, are productive. The academy's Christian vision is securely part of these arrangements which, although recent, demonstrate strong evidence of rapid improvement. Staff are now well supported for working in this Church of England academy. For example, though, clear processes for consistent teaching and a good coaching programme to support professional development. Ongoing monitoring visits by Ofsted, the most recent being February 2019, reflects the positive progress made. The academy's predictions for the current Year 11 GCSE results show a significant rise in expected attainment. These predictions have been moderated through the academy's partnerships and work in books demonstrates that some previous gaps in knowledge and understanding have been addressed. Key elements for improvement from the previous denominational report have been considered but only since September 2018.

The curriculum has been reviewed and strengthened. Middle leaders are well supported to be accountable for standards and progress. The curriculum is broad and balanced, focusing on enabling pupils to flourish both academically and personally. It provides a range of vocational courses at GCSE and currently for Year 13 to support the varying learning needs of pupils and students. In keeping with its revised Christian vision, additional changes are in place for the next academic year which are well designed to improve the curriculum, including for RE, further. Some opportunities are taken across the curriculum to support pupils' spiritual and moral development. For example, in RE and History elements of the Holocaust are addressed, and pupils are given opportunities to reflect on the significance of such events to life today. There is however, no shared understanding of what spiritual development is or how it contributes to pupils' growth within the academy's Christian and inclusive context.

Through more purposeful teaching and consistently implemented rewards and sanctions behaviour has improved significantly. This is evidenced through the calm and well-focused climate for learning and the downturn in all types of exclusion. The school's behaviour policy is impacting positively on pupils' personal development. They are beginning to value themselves, each other and their learning. Vulnerable pupils, including those with special educational needs and disabilities, are very well supported through effective pastoral support. This means that their progress is at least that of their peers. It reflects the positive impact of a Christian underpinning belief in nurturing the God-given potential of each individual so that 'Together We Succeed'.

The wellbeing of pupils and staff is given a high priority. It is well expressed through strong relationships and effective pastoral support for both children and adults. Work with outside agencies is drawn on as necessary. Healthy relationships and respect for difference and diversity is encouraged. Pupils show a commitment to others and recognise in a basic way that they can make a contribution to others and the world through, for example, charitable giving and recycling.

The worship programme is well planned by the chaplain. It fittingly expresses the academy's Christian foundation. It provides clear encouragement for pupils and staff to consider how key Christian beliefs and concepts impact on life both inside and outside of the academy. Thus, the importance of Jesus for Christians and the significance of the Bible in providing guidance for life are embedded into the programme. They have opportunity to consider elements of Anglican worship such as the lighting of candles, a voluntary Eucharist and experience of worship within the academy's chapel. Worship is invitational and inclusive, and overall pupils respond positively. They listen respectfully to those leading worship, and in tutor group 'quiet time' engage in discussion and reflection well. The daily programme within the academy is enhanced by occasional special services, such as at Christmas time, in the parish church. Pupils have some limited involvement in leading worship. Their role in planning and evaluating it is less effective.

The current RE subject leader has been in post since September 2018. She is making a positive impact on the quality of RE experiences across the academy. The curriculum has been refreshed and colleagues supported with improved learning and teaching approaches. Consequently, pupils' attitudes towards and engagement with RE has improved significantly. There is internal evidence, verified through external partnerships and through evidence seen during the inspection, that this is impacting positively on standards across Key Stage 3 and into Key Stage 4.

There is a good balance between Christian, other faith and moral and ethical issues. Provision positively reflects the Church of England Statement of Entitlement. Assessment follows the academy's protocols and helps pupils in deepening their understanding of their progress and of key improvement steps. Teachers are using assessment well to adapt their teaching approaches to meet the pupils' varying learning needs. The RE department, along with colleagues from Science have piloted the school's developing assessment policy. They are sharing their experiences with colleagues across the academy to improve practice generally. The RE subject leader acts as one of the academy's teaching coaches.



The effectiveness of RE is Good

Improved teaching within the department during this academic year is well evidenced. This includes regular and rigorous monitoring by the subject leader and senior leaders, although the governing body is less well involved. Focused teaching and a wider range of activities and experiences are impacting positively on the rapid progress that pupils are beginning to make. For example, from historically extremely low GCSE results outcomes for the current Year 11 are predicted as being above national averages in this academic year. This is despite some significant previous gaps in knowledge and understanding in their journey through the academy. This improvement is well evidenced through books, mock examinations and moderation with colleagues within and outside of the academy. Longer term plans through embedding the updated Key Stage 3 curriculum and through implementing rigorous teaching drawing on GCSE criteria are firmly in place to strengthen provision and improve pupils' learning.

Headteacher	Lee Sargeant
Inspector's name and number	Pamela Draycott (161)