



## **OFSTED REPORT FREQUENTLY ASKED QUESTIONS**

**We have put together the following FAQs to inform and address your concerns with the aim of being open, honest and accessible. Should you have a question which isn't covered here please do not hesitate to contact us.**

### **Why has All Saints been put into Special Measures?**

A robust school improvement plan was put into action with the appointment of Gary Fatcher as Headteacher in January 2016 but it has not had the time to make a significant impact.

As All Saints has not made enough improvements since the last Ofsted inspection in February 2015 it has been put into the Special Measures category. The Special Measures judgement is automatically activated when a school 'requires improvement' on more than two subsequent Ofsted visits.

### **What does Special Measures actually mean?**

At its core, it will mean that the pace of improvement will increase so that the next time Ofsted visits we will be able to demonstrate that pupils are receiving an acceptable standard of education and All Saints' leaders, managers and governors are securing the necessary improvements.

The judgement will have a positive impact on your child's education and learning. The aim is for pupil outcomes, governance, teaching and attendance to all improve as a result of it.

### **What are the reasons for being optimistic?**

Ofsted has recognised the 'clear vision and ambition' we have for All Saints. This, combined with additional resources and professional support, will ensure we rise out of 'Special Measures' within the year.

Expectations are rising in line with our 'clear vision and ambition'.

Rest assured that being placed in 'Special Measures' will serve as the driver for the change we need. It will speed up an improvement process which is already in place, which the Headteacher Gary Fatcher created and was specifically appointed to tackle when he was brought into post 14 months ago.

To ensure we remain on course, All Saints will receive regular monitoring by Ofsted inspectors and publish letters on its website. Our progress will also be closely monitored externally by experienced senior leaders working with our sponsors. These include the Plymouth Teaching School Alliance (PTSA) and the Ted Wragg Educational Trust.

GCSE results are set to improve this year. A level results, which were good in 2016, are predicted to be so again for 2017.

We have faith in our students, leadership team, teachers and school and have the capacity to make the swift improvements required. We believe that we will be made stronger as a result of this process and even better placed to ensure good outcomes for your child.

### **Changes are making a positive impact**

Ofsted made a judgement based on what was evident during its inspection. However, the changes we are making are having a positive impact on teaching, marking, assessment and culture. These have been recognised and endorsed by external reviewers, including the HMI in September.

The **Department for Education** visited us in December 2016 and noted the following emerging strengths:

- There has been a substantial positive change in culture and leadership since the visit last academic year. Enthusiasm, positivity and engagement with the changes was witnessed in all meetings with staff and governors.
- Staff and governors rightly recognise the crucial role played and the aspiration, strength and positivity of the Head in leading the major changes in the academy.
- Governance is stronger with greater evidence of challenge and scrutiny of academy data and evidence.
- Data analysis undertaken is thorough in identifying patterns and priorities and is clear for governors to use.
- Improved confidence in the school from the local community is reflected in the increased number of first choices for year 7 for the 2017 academic year.

### **What strengths have been recognised by Ofsted?**

In addition to having a 'clear vision and ambition', All Saints is also recognised by Ofsted as a school where:

- Pupils' welfare and safety is a high priority
- Pupil welfare is a strength of the school's culture
- Pupils say they feel safe and are confident that staff will deal with any bullying in school
- Pupils are confident that there is a safe and secure environment
- There is an intended culture of consistent, sustained and improved outcomes
- Pupils with special educational needs and/or disabilities are well supported by a strong team of specialist staff and are making better progress as a result of this targeted support. Parents recognise the efforts staff make to encourage the well-being of these pupils, commenting on the benefits they can see in the growing confidence of their children
- Staff understand the need to improve outcomes
- There are equal opportunities for all pupils to access different subjects, with bespoke guidance about the most suitable choices for individuals
- Catch up funding is used appropriately and the majority of Yr 7 pupils are making gains in progress as a result of concentrated efforts by specialist staff to improve their literacy and numeracy skills

- The curriculum offers a variety of activities on the importance of respect and tolerance which helps promote Christian and British values as part of pupils' spiritual, moral, social and cultural development
- Staff promote equality of opportunity and diversity of beliefs and cultures
- Governors are supportive of the aspirations of the Headteacher
- There is strong awareness amongst staff of the need to encourage and expect high standards of literacy
- Progress is now improving for some pupils as their learning needs are catered for more appropriately by staff
- Learning in level 3 vocational courses (qualifications equivalent to A levels) has been a strength over time. Achievement in 2016 in level 3 courses was broadly in line with the national average. This reflects good progress for these students from their starting points when they join the sixth form.

### **How will All Saints come out of 'Special Measures'?**

We will receive our first monitoring visit (of up to two days) four to six months after the original inspection. This will be followed up by subsequent Ofsted visits. To ensure we are lifted out of 'Special Measures' quickly, we are taking the following steps to make noticeable improvements:

- Senior Leadership, staff and the governing body are working together as a team to ensure rapid improvement. We have a clear understanding of what the school does well and what should be improved.
- Senior leadership roles have been revised, responsibilities have a sharper focus on student outcomes and accountability has been streamlined.
- An external task force is working alongside the Senior Leadership team to hold them to account and provide professional support. It includes representatives of the Diocese of Exeter, Plymouth Teaching School Alliance, and the Ted Wragg Educational Trust.
- We have accelerated support to teachers who require it, to improve the quality and consistency of teaching and learning across All Saints. This will ensure all lessons challenge pupils and deliver pace and rigour and will positively impact on children's learning and progress.
- Changes are being made to practice, curriculum, planning, assessment, monitoring and tracking.
- The impact of our approach to teaching and learning was recognised positively by advisors in September and December and its continuation will ensure a consistently high quality of teaching.
- The swift implementation of strategies which focus on prioritising training for staff will ensure there are effective external moderation practices in place and that there is growing accuracy in assessment.
- Ensuring there is coherence to external support All Saints receives and all areas of concern are closely monitored to ensure standards rise rapidly.

- Changes are being made to practice, curriculum, planning, assessment, monitoring and tracking.
- A new approach to behaviour expectations will be implemented.
- Restructuring the Senior Leadership, Welfare and Behaviour teams.
- The Governing body has appointed a new Chair to accelerate the pace of improvement.
- Working with other schools to build on our strengths and improve our weaknesses.
- Seeking more effective ways of removing barriers to some students' progress.

### **When will All Saints come out of 'Special Measures'**

We are confident that with the boost that 'Special Measures' brings, All Saints will be able to demonstrate it has improved to Ofsted in subsequent visits to rise out of 'Special Measures' within the year.

### **A new Chair of Governors has been appointed**

Jenny Thomas, a Foundation Governor, has been appointed as All Saints' new Chair of Governors. She will bring a wealth of experience to the role, having been Headteacher at Bishop Cornish Primary School in Saltash and also a Governor at the University of St Mark and St John. She currently works with 44 church primary schools in the Diocese of Truro, is a lay canon of Truro Cathedral and a member of the Diocesan Board of Education. She has also been an inspector of church schools.

John Searson, Director of Education for the Diocese of Exeter: "I have confidence in the current senior leadership of the school. Mr Fitcher took on a very challenging post but was recruited with the support of the Regional Schools Commissioner's office. With a new Chair elected, I am optimistic that the support the school will now receive will produce a step change in the consistency in which leadership, management, teaching and learning will be undertaken. I will work closely with the Regional Schools Commissioner's office to ensure that the academy will get the very best advice and support available".

### **Why was behaviour graded inadequate?**

The overall judgement on behaviour is affected by the judgement on attendance. Because attendance is not good enough behaviour overall has been judged as inadequate. It does not mean that the behaviour in the school is poor. We will focus on clear behaviour policies that put the right of children to learn first.

We will also accelerate how good performance and good attendance is rewarded. Improving pupil attendance (which Ofsted defines as 'behaviour', so can be somewhat confusing to parents) is a priority as poor attendance by a minority of pupils can have a serious and negative impact on an overall Ofsted judgement.

### **Will my child continue to do well?**

Teachers plan their lessons and tailor their approach so children of all abilities are stretched. This is not negotiable. They are working extremely hard to ensure all students reach their full potential.

**How will you keep up the morale of the teachers?**

We are working together as a team, are positive about the changes we have instigated and the direction the school is moving in. We value our teaching staff and will continue to support them, ensuring they grow through continuous professional development, share best practice, receive leadership responsibilities to progress and are given appropriate training opportunities which add value to the school and improve student outcomes.

**As parents, what can we do to help?**

Tell people about the positive experiences you have had or, if not, tell us about your concerns. Support the school in making sure your child attends regularly, behaves well, and keep his/her focus on learning.

**As students, what can we do to help?**

Stay focused on making the best of the opportunities school gives you, commit to learning, do well in class and aim to be the best you can be.

**Next Steps**

If you have any concerns then please get in touch.

As plans develop we will keep everyone informed via our website and letters home.

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