

Inspection of All Saints Church of England Academy

Blair Avenue, Ingleby Barwick, Stockton-on-Tees, Cleveland TS17 5BL

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Ashleigh Lees. This school is part of Dales Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Damian Chubb, and overseen by a board of trustees, chaired by Judy Hooton.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2015.

What is it like to attend this school?

All Saints Church of England Academy's clear vision that 'every child matters equally to God' is shared and understood by staff and pupils. This belief, underpinned by the school's strong Christian ethos, is lived out every day. It is a highly inclusive school where all pupils are helped to learn, develop and realise their potential.

The school has been awarded 'School of Sanctuary' status, which reflects its welcoming nature, particularly for those seeking safety and support. Staff care deeply for the pupils. Relationships between staff and pupils are warm and caring. As a result, pupils are happy and safe.

Pupils' behaviour is exemplary. In lessons, teachers have very high expectations of pupils. They rise to these expectations, work incredibly hard and achieve very well, including in external examinations. The school is a calm, harmonious place where pupils demonstrate excellent manners and greet visitors warmly.

The school's work to support pupils' wider development is impressive. The personal development programme is highly effective in supporting pupils' spiritual and cultural understanding, leadership skills and preparation for adult life. The school is highly aspirational for pupils. A parent reflected the view of many when they told inspectors that, because of the school, 'My child feels the sky's the limit.'

What does the school do well and what does it need to do better?

All Saints provides an ambitious and broad curriculum that prepares pupils well for their next stage of education, employment or training. Pupils with special educational needs and/or disabilities (SEND) benefit from the same curriculum as their peers.

Teachers deliver the curriculum effectively. They are subject specialists who explain concepts clearly. Pupils are given regular opportunities to practise and apply what they have learned, including ambitious subject-specific vocabulary that they use well.

In some subjects, there are some inconsistencies in how systematically some teachers check pupils have learned and understood the curriculum. On occasions, this means they do not identify that pupils have misunderstood concepts or they have gaps in their knowledge.

The school's provision for pupils with SEND is very effective. The school identifies and meets pupils' needs well. Teachers use the detailed information they receive on pupils with SEND to ensure they are supported well in their learning. As a result, pupils with SEND achieve well.

The school prioritises reading. Pupils read regularly, which helps them develop their fluency and accuracy. Pupils who need support with reading receive support that helps them to catch up quickly. Reading for pleasure is widely promoted by the school. Pupils in

key stage 3 enjoy dedicated reading lessons. Pupils make good use of the school's well-stocked library.

Pupils are highly motivated and exceptionally keen to learn. In lessons, they listen intently to teachers. Attitudes towards learning are superb. Disruption to learning in lessons is rare. The school's work to ensure pupils attend school regularly is relentless. It works effectively with families to ensure any barriers to attendance are overcome. As a result, rates of attendance are high.

Pupils develop their cultural understanding and wider skills exceptionally well. The school has developed a comprehensive programme known as 'Involve'. Through this, pupils develop their interests and talents, for example in sports and performing arts. They develop their cultural understanding through debates and visits to museums, theatres and landmarks. Pupils take part in the Duke of Edinburgh's Award scheme and mock criminal trials to enhance their leadership skills. The school's comprehensive careers programme provides pupils with detailed information on employment, apprenticeships and education.

Pupils take on a wide range of leadership roles such as 'cultural ambassadors', 'prefects', and 'library leaders'. Pupils make a tangible contribution to their community. Following training, they act as peer mentors, deliver assemblies to their peers, support younger pupils with their reading and lead charity fundraising events. Pupil leadership has a high profile in school, and pupils aspire to be part of this impressive programme.

Leaders have sustained high standards at the school over time. For example, pupils' attainment and progress in external examinations have been consistently well above local and national averages. Staff are proud to work at the school, and morale is high. They appreciate that leaders listen to them and support them with their workload and well-being. Governors and trustees are highly skilled. They have an accurate understanding of the school. They fulfil their duties well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in the ways some teachers check what pupils have learned and remembered. This means that, at times, they do not identify pupils' misconceptions or the gaps in their knowledge. The school should ensure that teachers check pupils' knowledge and understanding systematically to ensure that gaps in knowledge are consistently identified and filled so that pupils can achieve more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139606
Local authority	Stockton-on-Tees
Inspection number	10346494
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	890
Appropriate authority	Board of trustees
Chair of trust	Judy Hooton
CEO of the trust	Damian Chubb
Headteacher	Ashleigh Lees
Website	www.allsaintsib.org
Dates of previous inspection	25 and 26 February 2015, under section 5 of the Education Act 2005.

Information about this school

- At the time of this inspection, the school was not using alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with trustees and members of the local governing body. Inspectors reviewed documentation relating to governance, including minutes from governor meetings.
- Inspectors carried out deep dives in these subjects: English, science, geography, modern foreign languages and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons from a range of other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils formally during the inspection and spoke with them at social times and in lessons.
- Inspectors met with groups of staff formally during the inspection and spoke with them throughout the inspection. Inspectors also considered the opinions expressed through the staff survey.
- The lead inspector took account of responses to the Ofsted Parent View survey, including the free-text responses.

Inspection team

Dan McKeating, lead inspector	His Majesty's Inspector
Bernard Clark	Ofsted Inspector
Philip Wheatley	Ofsted Inspector
Julie McGrane	Ofsted Inspector

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