

All Saints' Church of England Academy

Address: Sunnyside Road, Wyke Regis, Weymouth, Dorset, DT4 9BJ

Unique reference number (URN): 147214

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the strengths and weaknesses of the curriculum and teaching at the school. Since the previous inspection, they have ensured that the curriculum is ambitious and carefully planned across all subjects. The introduction of a shared lesson structure provides more opportunities for pupils to complete independent practice and write at greater length. Teachers check what pupils know and remember more frequently and use this information to plan their next steps in learning.

Leaders promote the importance of securing strong foundations in literacy. Teachers check the technical accuracy of pupils' work and prompt them to make improvements.

Staff have an increasing understanding of pupils' needs and their barriers to learning. They use annotated seating plans as part of their regular practice which highlights where pupils may need additional check-ins or adapted resources. Generally, these are then implemented well to enable pupils with special educational needs and/or disabilities, and those that are disadvantaged, to access the curriculum and make progress from their starting points.

Leaders have prioritised reading. All pupils sit a process of diagnostic testing which leads to appropriate support and intervention as required, for example through a phonics programme to help pupils at the early stages of learning to read.

Inclusion

Expected standard 

Leaders ensure there is a clear process of identifying pupils' needs and any barriers to learning they may face. They put in place appropriate support and make timely adjustments as pupils' needs change.

The school has a higher-than-average number of pupils with an education, health and care plan. These pupils are well supported and their progress carefully monitored. Leaders ensure that the staff have, or develop, the expertise to support pupils with special educational needs and/or disabilities through a range of professional learning opportunities.

Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Pupils' personal education plans are updated regularly in conjunction with the virtual school.

Leaders have high aspirations for disadvantaged pupils. They use appropriate evidence to inform the school's additional funding decisions, including when selecting which approaches to take. The funding is having a positive impact on increasing the support and range of opportunities available for these pupils. For example, through reading interventions or their participation in school trips. Leaders know there is more work to do on improving the attendance of disadvantaged pupils.

Alternative provision is commissioned and monitored appropriately. This supports the reduction in barriers to learning and wellbeing for some pupils.

Leadership and governance

Expected standard 

All Saints' Church of England Academy is a school on a positive journey of improvement. Leaders understand the strengths and weaknesses of the school. They are relentless in their ambition to continue to improve the quality of education that the school provides for pupils. Leaders are taking effective action to address the areas that need attention. Some of this work is in its early stages so the impact is not yet fully realised.

Parents and carers, staff and pupils have a renewed confidence in the leadership of the school. Leaders are role models of the high expectations and values they want all staff to embody. They have built positive relationships with members of the community such as the church and local businesses. Leaders have remained mindful of staff workload. They take steps to reduce this where possible such as with fewer assessment points. Staff say the school is a community where their wellbeing is valued.

The professional learning programme, in place for staff, is evidence based and links to the priorities of the school. Leaders are innovative in finding ways to provide feedback to staff to develop their practice. For example, through the use of artificial intelligence.

Early career teachers are well supported. They follow an appropriate framework for their professional development.

Governors and trustees work collegiately in the best interests of pupils. They are knowledgeable about the ongoing school priorities. Leaders are receptive to outward support and challenge. For example, leaders and those responsible for governance have embraced the opportunities that have come from working with another supporting trust. They fulfil their statutory responsibilities.

Personal development and wellbeing

Expected standard 

The school's personal, social, health and economic curriculum is known as 'learning for life'. It is meaningful and age appropriate. The content reflects topical issues and considers what is most relevant to the school's locality and context. For example, lessons and visits from external speakers cover topics such as knife crime, county lines, dangerous behaviours, and mental well-being.

Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain. For example, the school organises different cultural days for pupils to try a range of food from different countries. The school effectively supports a group of pupils and their families from Afghanistan, enabling them to successfully access an education.

The school has developed an effective 'character pathway' that clearly identifies the personal qualities, experiences and achievements pupils are expected to develop and benefit from during their time at the school. As a result, leaders carefully plan the enrichment

curriculum and wider opportunities to reflect this intent, for example with the 'flourishing futures' programme.

Pupils benefit from excellent pastoral support. Alongside the care from tutors, pupils can also access 'the hub' and other inclusive spaces. This helps pupils to develop their mental resilience.

Leaders have put in place a comprehensive careers offer. Pupils benefit from visits to universities, frequent careers interviews and well-planned work experience opportunities. The school actively challenges stereotypes in career choice through carefully planned careers weeks, employer engagement and guest speakers. A recent highlight was a visit from a charity with links to an aviation company where pupils could experience a flight simulator.

Pupils are encouraged to consider opportunities across a wide range of sectors, including those where gender representation has traditionally been imbalanced, helping to broaden their aspirations and challenge misconceptions. The number of pupils who go on to secure their destination in education, employment or training is above national average.

Needs attention

Achievement

Needs attention 

Pupils' overall attainment and progress, as shown in published outcomes, is below national average. This underperformance has been over a sustained period of time. Too many pupils, including those with special educational needs and/or disabilities (SEND) and those that are disadvantaged, have not developed secure knowledge of the curriculum. This has limited progress from their different starting points.

Leaders are taking appropriate action to improve pupils' achievement. This includes strengthening the content of the curriculum and ensuring that pupils secure their foundational knowledge in areas including reading, spelling and handwriting. The positive impact of this can be seen in current classroom practice where pupils' work, including that of disadvantaged pupils and pupils with SEND, is now typically high-quality. However, this is not yet impacting on pupils' achievement in national tests and examinations. Over time, pupils have not achieved outcomes that have prepared them sufficiently for their next steps in education, employment or training.

Attendance and behaviour

Needs attention 

Pupils' attendance is below national average and has been persistently low over time. The number of pupils, particularly those that have special educational needs and/or disabilities, that are regularly absent from school remains too high. As a result of their poor attendance, many pupils develop gaps in their knowledge which is impacting on their achievement.

Leaders are taking positive action to improve pupils' attendance. They have introduced strategies such as daily phone calls to absentees and targeted work around aspiration with

a group of identified pupils. There is an increased use of rewards to incentivise pupils to attend more regularly. This is starting to lead to an improvement in pupils' attendance. However, leaders know there is a lot more to do.

Leaders have improved the culture of behaviour at the school. In class, between lessons and around the school site, pupils generally behave well and this creates a calm environment. Pupils form positive, mutually respectful relationships with staff.

Bullying incidents can occur but are not frequent. Pupils have confidence in staff to take action to deal with any reported concerns. They know that derogatory language is not tolerated.

Suspensions and permanent exclusions are used appropriately but remain higher than national averages.

What it's like to be a pupil at this school

Pupils have a growing pride in the school. Their experience of school has improved over time. Older pupils talk animatedly about how the culture of the school and the quality of education they receive has significantly improved. Most pupils enjoy their learning. They benefit from an ambitious curriculum and, typically, experience lessons that are taught well. However, where the curriculum and teaching has previously been weaker, some pupils have stubborn gaps in their knowledge. Consequently, these pupils do not achieve as well as they should by the end of key stage 4. This is compounded by the low attendance of some pupils, which means they then struggle to catch up.

Pupils have an increasing sense of belonging at the school. They have benefited from the welcome constant of the school's religious character. The school has clear values which pupils know and demonstrate. These include 'show kindness' and 'embrace opportunity'. Through the house and prefect system, older pupils role model these expectations to younger pupils.

The school is a calm and welcoming place. Pupils establish positive relationships with staff. This is strengthened by the effective transition from primary school as staff quickly get to the know the needs and interests of pupils. Pupils generally behave well. They know any incidents of bullying are dealt with swiftly. This helps them to feel safe at school.

Pupils enjoy the range of opportunities they can access through the school's weekly enrichment programme. For example, a disc jockey club, cooking competitions and reading with primary-age pupils. Pupils have a strong voice in the school. They take on leadership roles which include being resilience reps, sports leaders and members of the school council. Leaders ensure that pupils from different backgrounds, including those that are disadvantaged, and pupils with special educational needs and/or disabilities, are well represented.

Next steps

- Leaders should ensure that all pupils, including those that are disadvantaged, consistently achieve well so that they are suitably prepared for their next stage in education, employment or training.
 - Leaders must continue to improve the attendance of all pupils over time, particularly ensuring that the number of pupils with special educational needs and/or disabilities that are regularly absent from school reduces.
 - Leaders should ensure that highly effective teaching is consistently embedded across all subjects and all year groups.
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About this inspection

This school is part of Authentic Education Group Limited, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Alison Beane OBE.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the special educational needs and disabilities coordinator, the designated safeguarding lead, other members of the senior leadership team, the chair and vice chair of the trust, members of the local academy board, a director of education for the diocese, and representatives of a trust supporting the school during the inspection.

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.

This school is registered as having a Church of England religious character. It is in the Diocese of Salisbury. Its last section 48 inspection was in November 2021.

The school currently makes use of 6 alternative provisions, including 4 that are unregistered.

Principal: Helen Cullen

Lead inspector:

Kelly Olive, His Majesty's Inspector

Team inspectors:

Mark Richard Lees, Ofsted Inspector

Jonty Archibald, Ofsted Inspector

Simon Weir, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

696

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

35.20%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.90%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

17.53%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	33.3%	45.4%	Below
2023/24 (final)	33.3%	45.9%	Below
2022/23 (final)	32.4%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	35.6	46.1	Below
2023/24 (final)	40.5	45.9	Below
2022/23 (final)	40.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.33	-0.03	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-0.52	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	25.0%	25.8%	Close to average
2023/24 (final)	15.1%	25.8%	Below
2022/23 (final)	13.5%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	27.8	34.9	Below
2023/24 (final)	30.1	34.6	Close to average
2022/23 (final)	31.2	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.84	-0.57	Close to average
2022/23 (final)	-0.98	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	25.0%	53.1%	-28.1 pp
2023/24 (final)	15.1%	53.1%	-38.0 pp
2022/23 (final)	13.5%	52.4%	-38.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.8	50.4	-22.6
2023/24 (final)	30.1	50.0	-19.9
2022/23 (final)	31.2	50.3	-19.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.84	0.16	-1.01
2022/23 (final)	-0.98	0.17	-1.15

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	91%	92%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.8%	8.4%	Above
2023/24 (3 term)	13.2%	8.9%	Above
2022/23 (3 term)	12.2%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	35.7%	23.4%	Above
2023/24 (3 term)	34.6%	25.6%	Above
2022/23 (3 term)	33.3%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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