

Inspection of a good school: Sarum Academy

Westwood Road, Salisbury, Wiltshire SP2 9HS

Inspection dates:

21 and 22 February 2023

Outcome

Sarum Academy continues to be a good school.

What is it like to attend this school?

Sarum Academy is a welcoming school. Pupils are safe and happy. They enjoy school. Staff set clear expectations for pupils. Pupils understand these and respond positively to them. Staff promote the school's shared values, known as 'I am Sarum'. These reflect the Christian ethos of the school. Pupils learn about the importance of these expectations, for example through assemblies.

Pupils are kind and respectful. This is an inclusive school where pupils can be themselves. Pupils understand what bullying is. They say that it is rare, and have confidence in staff to resolve any incidents that occur. Staff and pupils enjoy positive working relationships.

Pupils attend a wide range of clubs and activities, such as photography and book club. They participate in sports and performing arts events. They are also positive about the trips and visits they participate in throughout the year.

Most pupils focus on their learning in lessons. They follow teachers' instructions and listen to one another carefully. There is a small minority of pupils who find this more difficult. Teachers follow the school's behaviour system and manage this effectively.

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

Leaders have high aspirations for pupils. They are determined that all pupils, including those with special educational needs and/or disabilities (SEND), study a broad range of subjects. For example, leaders are successfully encouraging more pupils to continue to study a modern foreign language in key stage 4. In the sixth form, there is a wide range of subjects available for students. These include professional qualifications, such as in hairdressing and cookery.

The curriculum is well planned. Teachers have strong subject knowledge. They anticipate areas of the curriculum that pupils may find difficult and make suitable adjustments. Teachers provide clear instructions so that pupils understand what is expected of them.

In most subjects, teachers use assessment effectively to check what pupils have learned from the curriculum. Teachers use this insight to make adaptations to the curriculum and to support pupils to make improvements. For example, art students in the sixth form used teachers' advice successfully to develop their ideas further. However, in some subjects, the use of assessment is not as well developed. This leads to pupils not remembering important ideas in the longer term.

Leaders have prioritised supporting pupils to read well. All pupils benefit from the opportunity to read regularly as part of the curriculum. Pupils who need support with reading receive the help they need to catch up.

Leaders have developed a strong inclusive ethos at the school. They identify pupils with SEND and make sure that they receive the help they need. As a result, pupils with SEND follow the curriculum successfully. They are well prepared for their future.

Pupils behave well. Most pupils are positive and attend school expecting to work hard. There is a small minority of pupils who are less well motivated. These pupils are not disrupting learning for others. They are, however, achieving less than they could.

Leaders use 'life in all its fullness' to describe their approach to pupils' development. Pupils develop positive attitudes towards others. They also become self-reliant and resilient. Pupils learn about different careers and how to be good citizens. Pupils are well informed about the next steps they can take. For example, in the sixth form, all students move on to apprenticeships, employment or university.

Pupils benefit from a range of leadership opportunities. These include roles as mentors and ambassadors, and participation in The Duke of Edinburgh's Award. Sixth-form students are positive role models and take the lead when working with younger pupils.

Trustees and governors support school leaders effectively. They promote the vision of the school and challenge leaders on how they can make further improvements. Staff are proud to work at the school. They say leaders listen to them and are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems in place so that pupils and staff can easily report concerns. Leaders seek the support of other agencies when necessary. They follow up their referrals if they are not satisfied with the response.

Leaders check carefully that adults they employ, or those who volunteer, are suitable to work with children. They also closely monitor the alternative providers that they use.

Pupils learn how to keep themselves safe, including when online. They also know how to protect their own mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers' use of assessment does not support pupils to remember important ideas in the longer term. This means that pupils do not securely build on their existing knowledge. Leaders need to ensure that teachers use assessment to identify where pupils are not assured in their understanding of the curriculum, so that they can adapt their planning in response.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136183
Local authority	Wiltshire
Inspection number	10267017
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	700
Of which, number on roll in the sixth form	87
Appropriate authority	Board of trustees
Chair of trust	Neil Owen
Headteacher	Jennifer Moore
Website	www.sarumacademy.org
Date of previous inspection	12 October 2017, under section 5 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers and six unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- This is a Church of England school. The previous section 48 inspection took place in 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, the chief executive officer, a trustee and the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: art, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a selection of lessons, met teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors met with staff to discuss support for pupils with SEND.
- Inspectors met with non-teaching staff.
- Inspectors talked with leaders from some of the alternative providers that the school uses.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and responses to the staff survey.

Inspection team

Matthew Collins, lead inspector

Ofsted Inspector

Sarah Favager-Dalton

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023