

Yate Academy

Address: Sundridge Park, Yate, South Gloucestershire, BS37 4DX

Unique reference number (URN): 145135

Inspection report: 6 May 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.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those who may face barriers to their learning, achieve very well. This is reflected in the very positive outcomes of pupils at the end of Year 11 in national examinations. The achievement of disadvantaged pupils is particularly high. Over time, the attainment of these pupils has been significantly above national averages. This high achievement is reflected across subjects and is mirrored by pupils in Years 7 to 9. Younger pupils develop a deep and secure knowledge across the curriculum, preparing them well for success in Years 10 and 11. The work produced by pupils across the curriculum and age groups, including pupils with special educational needs and/or disabilities, is of consistently high quality. Historically, the outcomes for the small proportion of post-16 students have been less high than the rest of the school. However, leaders have identified and addressed weaknesses in this area and, as a result, the quality of students' work is improving rapidly.

Pupils who join the school with gaps in their learning make secure progress and quickly catch up with their peers. Overall, pupils are very well prepared for their next steps in education or employment.

Curriculum and teaching

Strong standard ●

The curriculum is highly ambitious and well planned for all pupils. Leaders use their shrewd understanding of curriculum quality to ensure that every subject is taught with clarity and builds on pupils' learning over time. Teachers explain new ideas clearly and with precision. They model how to use new knowledge, and give pupils time to practise and apply their learning. A carefully-designed, consistent lesson structure helps pupils to take responsibility for their learning as they know precisely what is expected of them. Teachers check pupils' understanding and correct any errors and misconceptions well.

Teachers have the subject expertise that they need. They use high-quality resources to help pupils learn and remember important knowledge. Staff adapt lessons so that pupils, who have barriers to their learning, can take part fully in class. Staff support pupils with special educational needs and/or disabilities (SEND), as well as those with other barriers to learning, effectively. Leaders check the quality of teaching frequently. They provide highly effective support and training to help staff to further develop their expertise.

The school identifies gaps in pupils' basic skills, including reading, quickly. The entire curriculum focuses on these basic skills for all pupils, as well as subject-specific learning. Pupils read often and experience a wide range of ambitious literature. Those who need extra help receive targeted support to catch up with their peers. As a result, pupils across the school, including those who are disadvantaged or pupils with SEND, achieve consistently well.

Inclusion

Strong standard ●

Leaders are highly ambitious for every pupil to achieve their full potential, regardless of any barriers that they may face. High-quality teaching is prioritised for all, with a focus on

proactively removing the most common barriers that pupils face. Pupils who attend the specially-resourced provision for pupils with special educational needs and/or disabilities receive the right support to enable them to excel in mainstream education alongside their peers. Children in care receive precise support that matches their needs closely. This enables them to thrive. The alternative provision used is appropriate to the needs of those attending. Leaders maintain clear oversight of this provision to check that it remains in the best interests of those pupils who attend.

Teachers understand the potential barriers to some pupils' academic and personal success. The ambitious curriculum and high expectations of pupils are coupled with additional support, when needed, to enable each pupil to reduce barriers to their academic achievement and personal development. Staff use evidence-informed strategies to help pupils with social and emotional needs to engage fully with their learning. For instance, pupils who experience anxiety benefit from interventions that help them to learn to manage their feelings. Leaders' careful tracking of pupils' progress over time enables additional support to be put in place quickly. Typically, pupils are prevented from falling behind their peers. Most pupils rapidly overcome hurdles to success and achieve well, both academically and socially.

Leadership and governance

Strong standard ●

Leaders' highly effective work shines through in the decisions that they make. Staff and leaders are united in their determination to ensure that pupils receive an education that enhances both their academic achievement and personal development. This is shared among staff, pupils and parents and carers.

Leaders and trustees meticulously monitor the impact of the school's work. Consequently, they have an in-depth understanding of what is working and where further refinement might be required. Where needed, they provide high-quality support to address any shortcomings across the school. For instance, leaders have made significant changes to the structure of post-16 provision in light of the less positive historic academic outcomes for students. They have also developed a range of ways to support pupils with barriers to attendance to come to school. These have had a positive impact on pupils' attendance. Staff, at all levels, play an active role in continually striving to improve further. This thorough and coherent approach is having a significant and positive impact on pupils' experiences.

Staff, including early career teachers, are very well supported. Leaders have empowered them to take responsibility for their own learning. For example, all teaching staff and teaching assistants in the school benefit from shared time for 'intellectual preparation', where they practise and refine their teaching and planning. Staff value this support to enhance their own professional learning. This work is driving improvements in pupils' learning across the school.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a coherently-designed programme that supports their personal development from the moment they join the school. The personal, social, health and economic education curriculum helps pupils to learn about important issues in an age-appropriate way. Pupils know how to stay safe online and offline. They know the importance

of forming and maintaining healthy relationships and how to seek help if needed. Staff revisit key learning so that pupils deepen their understanding over time.

Pupils learn about different cultures, identities and beliefs. Through its values and character education, the school helps pupils to understand concepts, such as fairness and respect for others. Pupils are celebrated for demonstrating positive character traits, cementing their importance. Pupils demonstrate thoughtful attitudes, including when discussing current issues or moral questions. They express their views clearly and respectfully. They develop an age-appropriate understanding of the fundamental British values and the differences between people that are protected in law.

All pupils in Years 7 to 10 and post-16 students attend enrichment as part of their curriculum. This ensures that all pupils take part in new experiences that grow their confidence and broaden their horizons over their years at the school. In addition, the school provides an extensive range of clubs and activities that allow pupils to develop their interests further. Leaders ensure that all pupils can attend these, and use their tracking of participation to further develop what is on offer to enable all interests to be catered for.

Careers education helps pupils to make informed decisions and prepares them well for life after Year 11 or Year 13. Pupils hear from employers, visit universities and complete work experience. They receive guidance that helps them understand the choices available to them for future education and employment.

Expected standard

Attendance and behaviour

Expected standard 

Leaders carefully identify, monitor and address the barriers to attendance that pupils face. Staff act promptly where improvements in pupils' attendance could be made. For instance, leaders support pupils, who have had significant periods of absence, to re-engage them with school. Leaders share their attendance expectations and approach frequently with parents and carers to secure their buy-in. Leaders also ensure that pupils understand their responsibility to attend regularly and on time. Positive attendance is celebrated and the rewards system has been adapted to promote coming in to school regularly. However, some pupils' absence remains high and so they miss out on all that the school has to offer.

High standards of conduct, courtesy and respect are evident throughout the school. During lessons and in the completion of written work, pupils show diligence and commitment to their studies. Pupils move purposefully and calmly around the school. Staff consistently uphold the school's behaviour policy. They celebrate pupils' successes and present pupils with highly prized rewards. Leaders' approach, which combines compassion and care with clear expectations, is evident in the very positive relationships between pupils and staff.

The system of reflection and accountability for pupils helps them to understand the purpose and value of behaving well. There has been a rapid reduction in the use of internal exclusions and suspensions as most pupils share leaders' unwaveringly high expectations of their behaviour.

Across the sixth form, students increasingly achieve well. While their outcomes in national A-level examinations have typically been close to national averages, their achievements in applied general subjects have been consistently above national averages. Leaders have improved the curriculum to ensure that students achieve consistently well regardless of the qualifications that they undertake. As they have increased the range of qualifications available for students to study, leaders have ensured that teachers develop the detailed subject knowledge needed to support students' learning. This work is having a positive impact on students' progress, as evidenced by the quality of work they produce.

Students benefit from study programmes that are well aligned to their future ambitions. Work experience, curriculum links and employer visits help students to develop their understanding of the options available to them after the sixth form. As a result, most students go on to university, including the most academically selective, when they leave.

The personal development curriculum in the sixth form is taught well. It helps students to understand how to stay safe and thrive as a young adult. There are also plentiful opportunities for students to develop beyond the curriculum. All students take part in extensive enrichment as a result of leaders carefully designed timetable. Students undertake weekly volunteering, which develops their sense of responsibility and shows them how they can positively contribute, both within the school and more widely.

Students who face barriers to their learning, including those with special educational needs and/or disabilities, are well supported to make positive progress.

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

Pupils at Yate Academy enjoy school and are proud of what they achieve. Staff know pupils well and understand their individual needs. Pupils' successes are rewarded and celebrated. Whole-school and house activities help to build a sense of community and enjoyment across the school. Pupils develop a sense of belonging. They feel safe and valued.

Pupils are warmly welcomed at the start of each day. Staff are on hand to ensure that pupils are ready for the day ahead. Routines are clear and established. Pupils know what is expected of them and follow these expectations with little need for reminders. They move around the school site sensibly and treat each other and staff with high levels of respect. Staff give pupils a positive send-off at the end of the day, by celebrating successes and giving key reminders.

Behaviour in lessons and around the school is very positive. Pupils listen carefully, work hard and show pride in their learning. Disruption to learning is rare. Pupils feel safe and know who to speak to if they have any worries. They trust staff to act quickly when they raise concerns. Bullying is uncommon and staff deal with it promptly when it does occur.

Pupils relish learning. Those who are experiencing disadvantage make particularly quick progress through the curriculum. Pupils who need extra help, including those with special educational needs and/or disabilities, receive prompt and effective support. Pupils

consistently achieve well from their different starting points. Where achievement has not been so positive over time, notably in post-16 provision, leaders have made well-considered decisions about how to bring about improvement.

There are a multitude of clubs, trips and enrichment activities on offer to pupils. These include sport, art, music and the Duke of Edinburgh's Award. These help pupils to develop wider skills and cater to their interests. They enjoy opportunities to take on responsibilities. For instance, post-16 students help to run activities for younger pupils and school council members make a tangible impact on the life of the school. Careers guidance and work experience for older pupils helps them to prepare well for their next steps.

Next steps

- Leaders should further develop their work to improve pupils' attendance so that pupil absence continues to reduce.
 - Leaders should ensure that the achievement of students in the sixth form continues to improve.
 - Leaders and those responsible for governance should ensure continued improvement to their curriculum implementation to achieve and sustain exceptional standards of teaching which has a transformational impact on the achievement of all pupils, particularly those who face barriers to learning.
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About this inspection

This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Will Smith, and overseen by a board of trustees, chaired by Karen Roche.

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 senior and middle leaders, trustees, and a selection of school staff 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.

The inspectors confirmed the following information about the school:

The school includes provision for pupils with an education, health and care plan within a specially resourced provision for pupils with special educational needs and/or disabilities. This provision caters for pupils with hearing impairments.

The school has a significant proportion of pupils with education, health and care plans for a wide range of needs.

The school makes use of 8 alternative provisions, including 7 that are unregistered.

The school has undergone the following significant changes since the last inspection: a change of headteacher, the opening of post-16 provision that is no longer shared between other local schools. At the time of the inspection, Year 13 students attended post-16 provision across 3 schools while Year 12 students only attend classes at Yate Academy.

Principal : Edward Rakshi

Lead inspector:

Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:

Matthew Collins, Ofsted Inspector

James Oldham, His Majesty's Inspector

Jonty Archibald, Ofsted Inspector

Sandy Hayes, 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 6 May 2026

School and pupil context

Total pupils

801

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)

22.21%

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

4.24%

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

11.99%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Close to 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (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)	60.4%	45.4%	Above
2023/24 (final)	43.0%	45.9%	Close to average
2022/23 (final)	54.1%	45.3%	Close to average

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)	54.8	46.1	Above
2023/24 (final)	46.9	45.9	Close to average
2022/23 (final)	51.9	46.3	Above

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)	0.03	-0.03	Close to average
2022/23 (final)	0.65	-0.03	Above

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)	45.2%	25.8%	Above
2023/24 (final)	28.9%	25.8%	Close to average
2022/23 (final)	33.3%	25.2%	Close to average

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)	46.2	34.9	Above
2023/24 (final)	41.3	34.6	Above
2022/23 (final)	40.7	35.0	Above

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)	-0.10	-0.57	Above
2022/23 (final)	0.07	-0.57	Above

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)	45.2%	53.1%	-8.0 pp
2023/24 (final)	28.9%	53.1%	-24.2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	33.3%	52.4%	-19.1 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)	46.2	50.4	-4.2
2023/24 (final)	41.3	50.0	-8.7
2022/23 (final)	40.7	50.3	-9.6

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)	-0.10	0.16	-0.27
2022/23 (final)	0.07	0.17	-0.09

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)	93%	92%	Average
2022 leavers (revised)	90%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	29.74	35.00	Below
2023/24 (final)	21.45	34.38	Below
2022/23 (final)	23.48	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.9	0.0	Below
2023/24 (revised)	-1.1	0.0	Below

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)	9.1%	8.4%	Close to average
2023/24 (3 term)	11.4%	8.9%	Above
2022/23 (3 term)	9.8%	9.0%	Close to average

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)	26.9%	23.4%	Close to average
2023/24 (3 term)	36.1%	25.6%	Above
2022/23 (3 term)	30.1%	26.5%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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