

# All Hallows Catholic School

## Inspection report

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<b>Unique Reference Number</b>	125315
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359887
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Samantha Morgan-Price HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1400
Of which, number on roll in the sixth form	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tim Bradley
<b>Headteacher</b>	Mrs Elizabeth Lutzeier
<b>Date of previous school inspection</b>	19 March 2008
<b>School address</b>	Weybourne Road Farnham Surrey GU9 9HF
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The number of lessons observed was 53, which was equivalent to the number of teachers seen. Meetings were held with groups of students, the Chair of the Governing Body and staff. Inspectors observed the school's work, and looked at the school's development plan and self-evaluation, records of lesson observations, data on achievement, attainment and attendance, curriculum information, minutes of governing body meetings and community cohesion information. They scrutinised 835 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement, teaching and assessment of middle-ability girls and students who require school support to determine whether teaching is addressing their needs and enabling them to make the progress expected of them.
- The effectiveness of some subject leaders in improving achievement in the weaker performing subjects.
- The effectiveness of the school's care, guidance and support, particularly for students who require school support.
- The overall effectiveness of the sixth form.

## Information about the school

This larger-than-average Catholic school serves students mainly from Surrey and North Hampshire. The large majority of students are White British. There are groups of students from many other ethnic heritages; one of the largest groups represented is from Nepal. The proportion of students known to be eligible for free school meals is well below average. The school received specialist status as a technology college in September 1995. It received specialist status in music and provision for gifted and talented students in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

An outstanding curriculum and highly effective care, guidance and support have enabled the school to maintain outstanding achievement for students over a number of years. The care of students is at the heart of the school; students' individual circumstances and needs are well known to staff and support is provided promptly. Students are of the view that the school keeps them extremely safe.

Since the last inspection, leaders have maintained high student attainment. Although a few subjects have not performed as well as others, the majority of subjects have moved from strength to strength. The good teaching enables students to make good progress in their learning to achieve outcomes that are outstanding overall. Many students make very good progress but there are a few students, such as those needing school support and middle-ability girls, who have not performed as well as expected. The school has worked hard to improve their achievement and there is good indication that these groups are performing better in 2011.

Students are keen to engage in their learning and to do well. This is demonstrated by their exemplary behaviour and their above-average attendance throughout the school. Students have a high regard for adults and their peers and their social, moral, spiritual and cultural awareness is excellent. This is due mainly to the extremely broad range of extra-curricular activities available to them, especially those in the specialist subject of music. For example, students take part in choral recitals, performing at events and undertaking a concert tour to other European countries, developing their skills of working as a team as well as broadening their cultural horizons. The significant opportunities available to reflect on their lives and those of others make an excellent contribution to their spiritual development and also enable them to make an excellent contribution to the school and the wider community. The outstanding guidance and transition arrangements in Key Stages 3 and 4 and the sixth form, along with the significant opportunities students have to develop their skills in, for example, oracy and leadership, prepare them extremely well for life after All Hallows.

In the majority of lessons seen, teachers challenged students well in their learning and the pace of these lessons enabled them to make good progress. Particularly good lessons were seen in mathematics, where there were good examples of students supporting others in their learning. The effective systems to assess students' achievement enable teachers to plan well for students' differing needs. Most students are provided with effective feedback from teachers, which enables them to know how well they are progressing towards their attainment targets. However, not all lessons are this strong. In a few lessons seen, students were directed too much by the teacher, which did not allow them to think independently. There is some inconsistency in the planning and provision of tasks for some students, particularly the more able and less able, as lessons do not always

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address their needs. Teachers' assessment of how well students are learning in lessons varies within subjects and across the school. No outstanding lessons were seen.

The senior leadership team has not stood still. Since the last inspection the school has gained specialist college status in two other areas of its work. Students' achievement has been the pivotal focus in the school's self-evaluation and development plans. Subjects that were not performing as well in 2010 are demonstrating improvement. However, the actions taken by leaders and managers to improve the proportion of outstanding lessons is yet to be realised, which is why the school demonstrates a good rather than an outstanding capacity to improve. The considerable range of the school's partnerships, which include those with other secondary and local primary schools, has had an extremely good impact on many aspects of the school's work. For example, partnerships have contributed exceptionally well to improving students' behaviour and enriching the provision of music, design and technology, and sport. Partnerships to help students who require support to achieve well have been equally effective. The governing body is supportive of the school and has been successful in securing funds for the school's sports facility and in proposing the specialist bid for music. The numerous committees ensure that all areas of the school's work are reviewed. However, governors recognise that the level of scrutiny of some areas of the school's work, particularly students' performance, requires more rigour.

## What does the school need to do to improve further?

- Improve the quality of teaching so that a larger proportion is outstanding across all subjects by:
  - ensuring that teachers' planning of lessons fully addresses the needs of all students
  - increasing the opportunities for students to work more independently with appropriately challenging tasks
  - helping teachers to use assessment more effectively to secure students' understanding in lessons to enable them to progress quickly.
- Develop the capacity of the governing body to scrutinise all areas of the school's work effectively, especially students' achievement.

## Outcomes for individuals and groups of pupils

<b>1</b>
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The attainment of students has continued to improve since the last inspection. For example, the proportion of students who achieved five or more A\* to C grades in their GCSEs including mathematics and English has improved year on year and is significantly above average. Students make extremely good progress in English and mathematics. Students did not attain so well in computer studies and French in 2010, but the school's data indicate that they are now demonstrating significant improvement in both subjects. The progress of middle-ability girls and students requiring school support has not been as good as their peers. Well-targeted interventions have been implemented by the school, which has resulted in an improvement in their current achievement. Students with special educational needs and/or disabilities achieve in line with other students in the school. Students' positive attitudes enable them to use effectively the opportunities to work in groups or in pairs to improve their learning. Students are considerate of others and

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encourage each other to contribute to lessons. Students' use of peer and self-assessment in some lessons is highly effective in promoting their progress. The large majority of students know their National Curriculum targets and how well they are achieving against them. In the best lessons, learning is more active and students enjoy the variety of activities.

Students know very well what constitutes a healthy lifestyle and they participate well in the sporting activities available to them. They know who to turn to if they have a problem. However, not all students take the initiative to maintain a well-balanced healthy lifestyle.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the lessons observed, there were good relationships between teachers and students, and teachers demonstrated good subject knowledge. The effective planning of lesson activities in the better lessons enabled students to be engaged in their learning quickly. Probing questions by teachers in these lessons enabled them to assess accurately how well students made progress but not all aspects of assessment are so firmly established.

The broad and balanced curriculum is extremely well designed and modified to meet the needs of individual students as well as groups. The introduction of the vocational pathway in Key Stage 4 enables students to take a less rigorous academic programme of study but achieve better. For some students who have been absent due to illness there is the

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provision of an extended curriculum. The specialist subjects have enriched the curriculum further, especially music. Students speak highly of the opportunities provided through music, such as trips abroad. The technology specialism has resulted in good facilities for information and communication technology (ICT), including the virtual learning environment that students can access at home. The gifted and talented specialism is yet to make a significant impact on students' overall experiences.

Guidance and support in transition years are very effective, especially in Year 7. Parents and students have high regard for the Year 7 induction programme that is held at the start of the school year. The school's work, often in conjunction with outside agencies, is exemplary in supporting the complex needs of some students, for example those students with medical or behavioural needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leaders have ensured that there are robust systems in place to record students' attainment so that swift actions are implemented to support students who are underachieving. Good improvements have been made to the weaker subjects by heads of departments. Clear responsibilities and lines of accountability throughout the school have enabled the school to instil ambition and drive up achievement. The school has achieved outstanding value for money. The senior leaders' subject 'walkabouts' initiative to improve the quality of lessons has engendered a culture of openness and a willingness by teachers to share good practice, although this has not yet improved the proportion of outstanding lessons. The school has robust systems to ensure the safety of the students which includes members of the governing body undertaking effective health and safety reviews. Students are overwhelming of the view that the school actively promotes equality of opportunity well. For example, the school does this through reviewing seating plans in lessons. However, the school recognises that a few students have not achieved as well as they should. Many actions have been implemented to improve this and the school is closing the gap for those students. School leaders have maintained an extremely cohesive school community. Their work has extended to developing strong partnerships in their local and international communities, which includes working with a school in Cameroon. However, school leaders are yet to fully undertake an incisive analysis and evaluation of their work in these communities to inform them of future actions required.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The majority of students enter the sixth form with attainment which is relatively low for the range of sixth form courses the school offers. They make good progress on their courses to reach average attainment. Students speak positively about the additional guidance they are given to support their learning and the new ICT resources have enabled them to make good use of the virtual learning environment, for example on 'snow days' when they are unable to get to school. Students enjoy the sports facilities provided by the school to maintain their health and well-being. Individualised support provided enables them to feel confident in planning and preparing for their future lives.

In the best lessons seen, good group work and adjustments by teachers to their planning enabled students to make good progress in their learning. Students demonstrated pride in their achievements. The curriculum provides a good range of subjects while ensuring cost effectiveness of the provision. School leaders review the curriculum effectively. The timely guidance to students enables them to select subjects appropriate to their abilities and aspirations. The good monitoring, planning and evaluation by leaders have led to good outcomes for students. The school has acted swiftly to tackle a small minority of satisfactory or weaker subjects. All groups of students make equally good progress. The school welcomes regular contact with parents and carers and has anticipated the changes in the economic climate by planning a 'finance education for university' briefing to assist students, parents and carers in understanding the changes in higher education.



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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

There was a very large return of questionnaires from parents and carers. Almost all parents and carers were of the view that the school kept their child safe and most indicated that they are informed of their child's progress and they were happy with their child's experience at school. Most also felt that their child enjoyed school. The area where parents showed most concern was whether their child is helped to have a healthy lifestyle. The inspection team did find that there was suitable provision for students that encouraged healthy living but it was not always taken up by all students. Nonetheless, inspectors judged that this aspect of students' development is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Hallows Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 835 completed questionnaires by the end of the on-site inspection. In total, there are 1400 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	261	31	494	59	55	7	15	2
The school keeps my child safe	328	39	472	57	28	3	1	0
My school informs me about my child's progress	399	48	400	48	21	3	7	1
My child is making enough progress at this school	301	36	455	54	64	8	2	0
The teaching is good at this school	291	35	498	60	29	3	1	0
The school helps me to support my child's learning	228	27	500	60	86	10	3	0
The school helps my child to have a healthy lifestyle	170	20	523	63	115	14	10	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	221	26	504	60	55	7	7	1
The school meets my child's particular needs	223	28	505	60	60	7	9	1
The school deals effectively with unacceptable behaviour	276	33	441	53	79	9	22	3
The school takes account of my suggestions and concerns	173	21	500	60	86	10	19	2
The school is led and managed effectively	306	37	457	55	32	4	15	2
Overall, I am happy with my child's experience at this school	332	40	444	53	35	4	9	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2011

Dear Students

**Inspection of All Hallows Catholic School, Farnham, GU9 9HF**

Thank you for welcoming the inspection team to your school. What an excellent school! We enjoyed talking to you and finding out about all the things you do. These are the main findings of the inspection team.

- Your school is a very special place where everyone is valued and given exceptional care, guidance and support to make good progress and achieve outstanding outcomes. The excellent curriculum contributes well to this.
- Students in the sixth form make good progress and achieve good outcomes.
- You greatly enjoy coming to school, your behaviour is outstanding and your attendance is above average. You say you feel exceptionally safe in school.
- You develop excellent skills to prepare you for life after school.
- You make excellent contributions to the life of the school and the local community through the various things you undertake, particularly your work in music.

Your headteacher and the senior management team do an excellent job in driving the school forwards and have plans to improve the school even more. They intend to ensure that all students make outstanding progress by making more lessons outstanding. We have asked them to do this by:

- ensuring that your teachers' lesson planning fully meets the needs of all students
- increasing the opportunities for you to work independently and providing you with suitably challenging work
- helping teachers to ensure that they make effective assessments of how well you are learning in lessons so that they can support you to make the best possible progress.

We have also asked that the governing body looks more closely at how well you are all achieving.

I hope that you continue to enjoy your time at the school and continue to do exceptionally well.

Yours sincerely

Samantha Morgan-Price

Her Majesty's Inspector

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