

All Saints Catholic College

Kenyon Avenue, Dukinfield, Cheshire, SK16 5AR

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The large majority of students in all year groups make good progress and learn well in most subjects.
- Since the last inspection, the standards students reach have improved. Students' attainment was above average in 2012.
- Teaching and learning are good. As a result, students make good progress in most lessons.
- Students very largely behave well in class and around school. They work well together in lessons to share ideas and check each others' work. Students say they feel safe.
- Leaders, managers and teachers work closely and successfully with a higher achieving school in the Catholic Diocese of Shrewsbury. Students' progress has improved as a result.
- Teachers share their work with each other, and with outstanding teachers in the partner school, so that teaching has improved over time.
- School governors are ambitious for the school. They recognised that students' attainment was not high enough and took decisive action so that teaching and students' progress improved. The school has improved since the last inspection.

It is not yet an outstanding school because

- A small amount of teaching requires improvement. In a few lessons, some students do not make sufficient progress.
- A small minority of students do not behave as well as they should.
- Achievement is not consistently good across all subjects in the sixth form.
- Leaders and managers evaluation of the strengths and weaknesses of the school have not yet helped to improve achievement in the sixth form.

Information about this inspection

- The team observed 39 lessons and 37 teachers. Two lessons were joint observations with the deputy headteachers.
- Meetings were held with the executive headteacher, the headteacher, the deputy headteacher, senior leaders, leaders of the support for students who need additional help, the Chair of the Governing Body, groups of students and a local authority representative.
- The inspection team viewed the school’s work, scrutinised the school’s data about students’ achievement and examined records relating to behaviour and attendance. They also looked at documents written by leaders to review the quality of the school’s work and their plans of how to improve further.
- Inspectors took account of 26 responses to the on-line questionnaire (Parent View) received during the inspection.

Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Kathleen Harris	Additional Inspector
Lyn Field	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

Full report

Information about this school

- All Saints Catholic College is an average-sized secondary school. An executive headteacher is currently seconded from a high achieving school in the Catholic Diocese of Shrewsbury to support the leaders of All Saints Catholic College in improving students' achievement.
- A number of students join the school at times other than in Year 7.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals and those from service families, is slightly below that found in most schools.
- The proportion of students from minority ethnic groups is below that found in most schools; a similar number than in most schools speak English as an additional language or are in the early stages of learning English.
- The proportion of students who are disabled or have special educational needs supported through school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor standards, which sets the minimum expectation for students' attainment and progress.
- College courses and other work related placements are provided away from the school site. A small number of students attend Tameside College and Education Business Solutions.

What does the school need to do to improve further?

- Improve teaching to be consistently good or better throughout the school by:
 - ensuring all lessons include activities and resources that stimulate students' interest and enthusiasm for learning
 - checking that work includes small steps and tasks that are set at the right level for the needs of the few students who work more slowly or who lack confidence.
- Ensure consistently good achievement in the sixth form by:
 - extending the main school's successful systems for checking on progress and long-term plans for improvement into the work of the sixth form
 - making sure that entry requirements to courses provide the foundation needed so students make at least good progress
 - ensure that all students make at least good progress in science and in Spanish.
- Improve the behaviour of a small minority of students by:
 - identifying the needs of students arriving at the school other than in Year 7 so that they can be supported, for example by the school's inclusion provision, in meeting the school's expectations for behaviour
 - ensuring that teaching takes account of their learning needs through planning effective steps to build their confidence and identify gaps in their learning.

Inspection judgements

The achievement of pupils

is good

- When students join the school in Year 7, the majority are working at standards similar to those found in most schools. The majority of pupils make good progress. Attainment is above average overall. The proportion of students achieving five GCSE A* to C grades, including English and mathematics, has improved in the last three years. The proportion of students gaining a Grade C in English and mathematics improved significantly in 2012.
- The school has worked steadily to improve progress in English, mathematics and science. A higher proportion of students reached above-average standards in 2012. However, this is not yet consistent across all subjects and across all of the school. Progress is slower in modern foreign languages and in business studies.
- Achievement has improved since the last inspection for many of the students known to be eligible for the pupil premium. They make good progress because funding provides extra teaching and attention has been given to improving their attendance so that students catch up on any work missed. The points scored by these students are above average.
- The school has improved the achievement for students working at the higher levels by making sure that teachers and subject leaders check on their progress, intervene if they fall behind and set work that is hard enough for them.
- The progress of most disabled students and those with special educational needs is good. A small proportion of these students make slower progress when the information and reading materials do not interest them, or tasks are too hard and instructions unclear.
- Students who speak English as an additional language do equally well as other groups of students in the school. A few students from different backgrounds, and those who find work more difficult, make slower progress.
- Although the achievement of most students in the main school is good, achievement in the sixth form has been slower to improve and is not yet consistently good across all subjects. Attainment in GCE A level is better than in GCE AS level. Attainment in chemistry, physics and Spanish is lower than in other subjects. The progress of sixth form students overall is steady but declined slightly in 2012 for those students who began courses with insufficient skills and knowledge.
- Students are entered for mathematics examinations earlier than at the end of Year 11 if they have the ability to succeed. This means they aspire to, and achieve, higher levels by the end of Year 11.
- Students read regularly. They use the school's recently introduced structured reading material which ensures they extend their thinking, understanding and experience. Boys especially enjoy the competition of the tasks set on what they have read. A range of books is provided regularly for tutor time by the librarian, but this is not used consistently by form tutors so that opportunities to read quietly for pleasure are missed.
- The school's range of courses provides students with good opportunities to succeed so that few students attend courses away from the school site. The progress made by the small number of students attending these courses currently is good because the activities and context match their interest and talents well.

The quality of teaching

is good

- The quality of teaching and learning is good. It has improved over time and significantly so in 2012.
- The majority of teachers explain and illustrate clearly what the students need to learn so they understand the progress they need to make. Most teachers set clear criteria for the standards to be achieved and question students closely so they understand how to reach the highest standards in their work. In an English lesson, the teacher questioned the class to make sure they understood not just how to write a sentence containing adjectives and adverbs, but also how to

craft a sentence to achieve a desired effect on the reader.

- In many lessons, tasks are planned well and students work diligently both by themselves, in a pair or a group. However, opportunities are missed occasionally to plan tasks where students have to find, discuss or share information or draw conclusions for themselves from a range of interesting materials. As a result, students' enthusiasm, engagement and eagerness to find things out for themselves are not harnessed so that they can be responsible for their own learning. Discussion and communication skills are not fully developed in all lessons. In a small proportion of lessons, teachers explain too much to the class, allowing students to remain passive.
- Overall, teachers make effective use of information gained from checking on students' progress and work is set that moves them on at a good pace. Occasionally, the work for a few is too hard and this slows the progress of those who find learning more difficult.
- Teaching in the sixth form is good overall so that most pupils make good progress from their starting points. However, a small number of pupils who join the sixth form with lower entry levels do not make sufficient progress to narrow the gap between their attainment and the levels attained by other students at the end of Year 13.
- Literacy skills are developed well in the majority of lessons. Some lessons highlight key terms, building them into activities and explaining them carefully so that students read, spell and understand them accurately. In a business studies lesson, students were given a framework for their writing. This included extra detail and questions for some students who need extra practise but was less detailed for those who were more confident.
- Marking of students' work in most subjects includes records of targets set, gives students clear information about where they have succeeded and where they can improve but this is not consistent across or within all subjects. In students' mathematics books, teachers include details of what is covered in each lesson so students who miss work can catch up easily.

The behaviour and safety of pupils are good

- The large majority of students display positive behaviour in lessons, with exemplary behaviour in most lessons. Students say that behaviour has improved over time and cite the reviewed and revamped behaviour policy as effective in reducing poor behaviour. However, students spoken to said that there is still some low level misbehaviour, such as calling out or low level chatter that gets in the way of their learning.
- The majority of students show respect and consideration to their peers and to adults around the school. The ease with which students work together in lessons is impressive. Teachers structure group work well and students assess each others' work, offering positive advice.
- Attendance is average with a lower than average proportion of students persistently absent.
- The majority of students feel safe in and around school. They are happy in the school; younger students feel able to go to any member of staff if they need help or support. Parents who expressed a view said their child felt safe in school.
- Students understand most of the different forms that bullying can take and are clear that bullying is not tolerated. The curriculum covers all areas of bullying but does not check whether pupils fully understand these. The majority of students spoken to agreed that they could go to any member of staff for support or advice if they, or a friend, were being bullied. A small minority were not so confident.
- Students in the sixth form behave in a mature and responsible manner and speak highly of the quality of support from staff and their commitment to ensuring they are safe. They feel well supported in making choices for their future.
- Exclusions are declining as students now understand the school's raised expectations of good behaviour. The number of exclusions, however, remains above average overall. A small minority of students, particularly those students who arrive at the school at times other than the beginning of Year 7 do not behave well, despite support available within the school's new inclusion room. This is because these students are not aware of the school's high expectations of

behaviour.

- Students who attend Tameside College and Education Business Solutions behave exceptionally well and the school works closely with these providers to ensure the safety of students.

The leadership and management are good

- The headteacher, the executive headteacher, senior leaders and subject leaders have improved teaching in most subjects effectively. The school's 'Monitoring for Achievement' policy and 'Improving Teaching' programmes have also stimulated better teaching and helped to improve students' achievement.
- In the main school, a small number of teachers and subject leaders do not yet share the clear understanding evident in English, mathematics and science of how to plan teaching to ensure that students make at least good progress. Improvement in students' progress is less evident in modern foreign languages.
- The monitoring and evaluation of the strengths and weaker areas in the sixth form is beginning to improve. The overall planning of the curriculum in the sixth form is being reviewed so that resources are used more effectively to teach courses to a higher standard. Students' progress is now more closely monitored.
- The current arrangements for managing the work of teachers have been strengthened by leaders. All teachers have targets linked closely to the 'Teachers' Standards' and all support staff have targets linked to the progress of the students they are likely to support. Senior leaders are linking any increased pay closely to improvement in the progress of students.
- There is an excellent partnership with the executive headteacher's high achieving school and with a range of agencies that support students who may need additional help because of their circumstances.
- A suitable range of subjects is offered, including some developed by the school, so that fewer students need to attend courses outside the school in order to make good progress. Students take part in a wide range of sporting activities after school.
- The school's ethos of 'what we have, we give' is strong and students do indeed help each other, particularly in lessons and in their learning. There are extensive opportunities for students to take part in international visits to China, Italy, and Iceland. Students contribute well to a number of charities and appeals including a Christmas appeal to support children and families in less advantaged areas in Europe. This promotes effectively students' spiritual, moral, social and cultural development and ensures that students develop a clear understanding of different traditions and ways of living.
- The arrangements for ensuring the safeguarding and safety of students and staff meet statutory requirements.
- The local authority works closely with the school to support the partnership between the headteacher and the executive headteacher and have contributed effectively to the professional development arranged by the school to improve teaching.
- **The governance of the school:**
 - Governors understand the current strengths in teaching and have challenged the school well during the improvements that have taken place. They have undertaken training to ensure they are aware of their roles and interpret school data in order to challenge school leaders to raise standards. They are clear about what needs to be done to improve teaching to outstanding. Governors know how the pupil premium funding has been used by the school and that this is having a positive impact on students' outcomes. They have approved the school's detailed plans for the use of this funding for the current academic year. They are overseeing the effective reduction of the small deficit in the school's budget and the careful use of selected funding to improve the accommodation in the school. Governors have reviewed the procedures for monitoring the work of teachers and keep a close check on how teachers are held responsible for the quality of their teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106272
Local authority	Tameside
Inspection number	405031

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	725
Of which, number on roll in sixth form	108
Appropriate authority	The governing body
Chair	Oliver O'Doherty
Headteacher	John Barnes
Date of previous school inspection	8 December 2010
Telephone number	0161 338 2120
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