

All Saints Catholic College

Inspection report

Unique Reference Number	106272
Local Authority	Tameside
Inspection number	355919
Inspection dates	8–9 December 2010
Reporting inspector	Patrick Geraghty HMI

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	949
Of which, number on roll in the sixth form	130
Appropriate authority	The governing body
Chair	Mrs M Campbell
Headteacher	Mr Martin Russell
Date of previous school inspection	22 October 2007
School address	Kenyon Avenue Dukinfield Cheshire SK16 5AR
Telephone number	0161 3382120
Fax number	0161 3038861
Email address	m.russell@allsaints.tameside.sch.uk

Age group	11–18
Inspection dates	8–9 December 2010
Inspection number	355919

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors spent the majority of their time observing teaching and learning in 39 lessons observing 39 teachers. They held meetings with staff, groups of students, the School Improvement Partner, external support partners through the Gaining Ground programme, and members of the governing body. Documentation was scrutinised including: information related to the tracking of the academic and personal progress of students; detailed analysis of students' attainment and progress; school development plan; school and subject self-evaluation; records of recent classroom monitoring; minutes from meetings of the governing body; and evidence to demonstrate how the school supports students whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 378 parental questionnaires were scrutinised along with questionnaires returned by a representative sample of staff and students.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- Whether strategies to improve student attainment and particularly progress at Key Stages 3 and 4 have been effective.
- Whether teaching and learning are sufficiently challenging to promote better outcomes for students.
- Whether the effectiveness of monitoring and evaluation by leaders and managers at all levels is sufficiently well embedded to drive improvement.
- If leaders and managers, at all levels, have the necessary capacity to improve the outcomes for students more rapidly.

Information about the school

All Saints Catholic College is an average-sized comprehensive school, with specialist status in languages. The proportion of students from minority ethnic groups and the proportion who speak English as an additional language are both well below the national average. The percentage of pupils with special educational needs and/or disabilities is below the national average as is the proportion of those with a statement to support their special educational needs. The proportion of students known to be entitled to free school meals is below the national average.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. Through the effective use of and involvement in the Gaining Ground programme the school is tackling a legacy of underachievement. Attainment has generally been above the national average but the progress that students make, relative to their prior attainment, has been slow. Robust tracking and monitoring systems are in place. Students are now benefiting from the closer monitoring that ensures they make better progress. Data are used effectively and challenging targets are set. The headteacher and senior leaders have placed a strong focus on improving the quality of teaching and learning. The quality of students' work examined by inspectors was at least satisfactory. Students are making better progress at Key Stage 3 than in the past. Most recent tests, assessments and information from the tracking of progress of current Key Stage 4 students indicate acceleration in the progress they are making. Achievement in the sixth form is satisfactory. The school recognises the need to raise standards at Key Stage 4 further, particularly in English and mathematics.

Teaching and learning are satisfactory and improving. While there is much good teaching there remains too much which is satisfactory. There are insufficient opportunities for the good and better teachers to share their good practice and disseminate their skills with others. Students generally work in harmony together and enjoy school. Behaviour in lessons and around the site is satisfactory. Attendance is good. The curriculum increasingly matches students' needs. Care, guidance and support are good with an increasing emphasis on those most vulnerable and at risk of not achieving to their potential.

There is effective leadership by the headteacher and his senior team. New systems and approaches have been introduced to drive improvement. These are now beginning to impact on students' performance and their more active involvement in learning. Self-evaluation is accurate and the school is aware of where further improvements need to be made. However, there remains some inconsistency in the application of school procedures and systems. Equality of opportunities for all is well promoted. Safeguarding is good. The school provides satisfactory value for money and its capacity to improve is satisfactory.

What does the school need to do to improve further?

- Increase more rapidly the percentage of students gaining five GCSE grades at A* to C including English and mathematics, and in particular secure a greater percentage of students achieving the higher grades of A* to B.
- Accelerate the students' rates of progress by ensuring that more teaching is good or better by:

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

- sharing best practice within the school so that inconsistencies in the quality of teaching and learning are tackled and all students have the opportunity to engage in consistently challenging learning
 - ensuring questioning is used effectively to challenge individual students according to their needs
 - promoting a greater focus on independent and group learning skills
 - ensuring that marking in all subjects gives a clear indication to students of what they need to do to improve
 - ensuring consistency in the use of data for lesson planning across the curriculum.
- Sharpen monitoring and support processes so that inconsistencies in the application of the school's procedures, systems and approaches to teaching and learning are swiftly identified and tackled.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Students' progress in lessons is satisfactory and improving. In the best lessons students work independently and in groups and pairs, take responsibility for their own learning and exude a sense of enjoyment and delight in inquiry. This was exemplified by a Year 7 class where students were excited and keen to demonstrate their prowess in mathematics and the different routes they had taken to the solution of a problem. A stronger focus on active learning strategies has been introduced within the last two years. One student aptly described the impact of the change and his consequent increased enjoyment of learning: 'I enjoy working in groups, producing ideas and presenting them to the class.' Robust tracking systems show a significant increase in progress at Key Stage 3. Students are responding to more challenging approaches to the way that teaching and learning are organised and delivered. A legacy of underachievement at Key Stage 4 is now being tackled. Evidence from school assessment data, scrutiny of assessments, lesson observations and the examination of students' work indicates that attainment is average and progress now satisfactory. However, students make more rapid progress in some subjects than in others. In particular, progress in mathematics and English is not good enough. In these subjects too few students gain the higher grades of A* to B. School leaders have taken steps to tackle this. The progress of students with special educational needs and/or disabilities is satisfactory.

Students' behaviour is generally satisfactory. However, some low-level disruption was observed in a small number of lessons. Attendance has improved; it is now above the national average. Students have a satisfactory awareness of the importance of a healthy diet and there is an increasing uptake for sports and other extra-curricular activities. Students feel that the school is a safe place. Where incidents of bullying occur they are dealt with quickly and effectively. Students appreciate the guidance and direction offered by teachers and tutors. Preparation for their future economic well-being is good: some 90% of students enter post-16 education, and the figures for those not in employment, education or training when they leave school well below the local and national level. Students make a good contribution to wider communities through collections for charities

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

and the many links promoted through the local and wider Catholic community. Spiritual, moral, social and cultural development is good and strengthened through good links with local parishes, the diocese and external organisations.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching and learning are satisfactory with some good features. While there is a significant amount of teaching that is good, there remains too much of uneven quality. In the best lessons, students are given numerous opportunities to air and explore their knowledge, to question, develop reflective skills and progress their understanding. Regular checks on learning reinforce their knowledge. Teachers use praise and encouragement to promote high expectations. Information and communication technology (ICT) is used effectively as are a good range of resources. In satisfactory lessons, teachers do not use questioning to develop and probe understanding. Independent learning skills are insufficiently promoted and students are not challenged. In a small number of lessons poor behaviour was not well managed and sometimes was allowed to impact negatively on the learning opportunities of other students. Marking does not always indicate ways to develop and improve work. Lesson plans identify the different needs of the students but these needs are not always met in lessons or through classroom activities or varied resources. Not all teachers make sufficient use of data to inform lesson planning. There is insufficient sharing of good practice across subjects to enable the most skilled teachers to

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

share their approaches, ideas and strategies and help raise the level of teaching across the school.

The curriculum offered to students is satisfactory and improving. New initiatives at Key Stage 3, such as the accelerated reading programme, have helped students engage actively in their learning and make better progress. The introduction of vocational courses at Key Stage 4 has provided students with a more suitable range of academic and vocational 'pathways'. The impact of the specialism of modern foreign languages across the curriculum is still to be fully felt. Productive links have been established with local colleges of further education and with employers to widen the curriculum and opportunities for progression. The application of ICT in the curriculum is generally good. An increasing number of students take part in extra-curricular activities.

Care, guidance and support are good. Transition from primary school is well organised. Learning support managers have introduced an effective system to coordinate support for students who are underachieving. There is good use of external agencies to assist individual pupils to overcome significant barriers to learning. There is very effective monitoring of attendance. The new special educational needs coordinator is working effectively with learning progress managers and subject leaders to ensure that students with special educational needs and/or disabilities make better progress and receive appropriate support. Students' progress is systematically and regularly monitored. Good use is made of the Connexions service to offer good careers advice to students. Progression guidance is timely, well considered and effective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong strategic leadership, with a clear vision on embedding an aspirational and high-performance culture within the school. He has, with his senior leadership team, used inclusion in the Gaining Ground programme to promote this vision through the establishment of robust tracking and monitoring systems and a focus on promoting a culture of challenging teaching and active learning. This approach has brought significant changes to the school over the last two years which have not always elicited the support of all staff. However, inspectors found that these changes are beginning to impact positively on students' performance. The collection, presentation and analysis of data to promote improved performance are good at a senior level and are being embedded at middle management level. Systems have been established to regularly monitor students' work, teachers' planning and the quality of teaching and learning. Middle managers are more accountable for the performance of their areas. The quality of

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

teaching is improving but new approaches are not yet fully embedded across the curriculum. Self-evaluation is accurate and the school knows its strengths and weaknesses. Partnerships are good and well promoted. Links with external providers and agencies add to the students' curriculum opportunities and the good quality of care, support and guidance. The school has promoted communication with parents through newsletters and new technologies. However, a number of parents raised concerns about the frequency and quality of communications. The governing body, through recent training, now has a better understanding of the needs of the school and offers good links with the local community. However, it is not yet sufficiently critical or evaluative in monitoring the school's performance. The promotion of equality of opportunity is satisfactory. The performance of different groups of students is similar: attainment and progress during the inspection were judged to be generally satisfactory and improving. Safeguarding is good with procedures that meet requirements and are regularly reviewed. Systems are robust. The school's value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

The overall effectiveness of the sixth form is satisfactory. Results in 2010 at GCE A level were below the national average although progress was satisfactory. The number of students progressing from GCE AS to GCE A level is too low. Teaching in the sixth form is at least satisfactory. Students receive good feedback on how to improve. Pastoral care, support and guidance are good. Students feel confident in their teachers and relationships are good. There is developing provision and support for students on level 2 courses. The leadership of the sixth form is satisfactory. Managers demonstrate a developing understanding of the sixth form's strengths and weaknesses. Monitoring and tracking systems are being developed but are yet to be fully embedded. Systems to analyse and

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

evaluate student enrolment and progress at AS level are insufficiently developed. Enrichment activities are good.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

An analysis of responses to the questionnaire indicates that the majority of parents and carers are happy with their child's experience at school and that appropriate steps are taken to ensure that their child is well prepared for the future. However, a small minority expressed concerns about ineffective communication, about inadequate help given to them to support their child's learning, and on behaviour. Inspectors noted these parental concerns and have asked the school to work more actively with parents so as to involve all of them more fully in their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Catholic College 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 378 completed questionnaires by the end of the on-site inspection. In total, there are 949 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	25	241	64	41	11	2	1
The school keeps my child safe	97	26	260	69	16	4	0	0
My school informs me about my child's progress	96	25	238	63	39	10	3	1
My child is making enough progress at this school	62	16	268	71	39	10	5	1
The teaching is good at this school	58	15	281	74	28	7	2	1
The school helps me to support my child's learning	62	16	255	67	51	13	3	1
The school helps my child to have a healthy lifestyle	38	10	263	70	59	16	4	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)	72	19	257	68	32	8	3	1
The school meets my child's particular needs	71	19	261	69	33	9	4	1
The school deals effectively with unacceptable behaviour	82	22	209	55	61	16	14	4
The school takes account of my suggestions and concerns	43	11	249	66	48	13	7	2
The school is led and managed effectively	69	18	269	71	25	7	7	2
Overall, I am happy with my child's experience at this school	97	26	241	64	29	8	5	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 December 2010

Dear Students,

Inspection of All Saints Catholic College, Dukinfield, SK16 5AR

Thank you for the warm and friendly welcome that you gave my colleagues and me when we inspected your school recently. We would particularly like to thank those of you who spoke with us.

Our inspection found that yours is a satisfactory and improving school. You are making satisfactory progress throughout your time at the school. Your GCSE results are improving but pass rates in GCSE English and mathematics need to improve further and more rapidly. There is good teaching in the school; however, we found too much that was satisfactory. In the good lessons, you respond well to the teachers' high expectations but many of you are not sufficiently challenged to do better in the satisfactory lessons. Your curriculum options are satisfactory and improving. The teachers and support staff care for you and give you good support.

The leaders in your school worked with us to decide on some ways in which your provision could be better. We decided that to achieve this the school should:

- improve your results in GCSE examinations, particularly in English and mathematics
- improve the percentage of good and better teaching so that you are all challenged and achieve your best
- improve the way in which the staff track and monitor your progress and organise your learning so that you all can make good or better progress.

You can help your school to improve further by trying harder in your studies so that you can achieve your full potential in life. I wish you the very best for the future.

Yours sincerely

Mr Patrick Geraghty

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.