

All Saints RC Comprehensive School

Inspection report

Unique reference number	122900
Local authority	Nottinghamshire
Inspection number	380556
Inspection dates	14–15 March 2012
Lead inspector	Robert Jones

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

Type of school	Comprehensive
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	1052
Of which, number on roll in the sixth form	162
Appropriate authority	The governing body
Chair	David Rathe
Headteacher	Maureen Cobbett
Date of previous school inspection	15 November 2008
School address	Broomhill Lane Mansfield NG19 6BW
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Age group	11–18
Inspection date(s)	14–15 March 2012
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Introduction

Inspection team

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Robert Jones Additional inspector

Paul Bartlett Additional inspector

Anne Pepper Additional inspector

Jacqueline Pentlow Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 40 lessons taught by 40 teachers or teaching assistants, of which four were joint observations with members of the senior leadership team. Meetings were held with staff, students and a member of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of documentation, including behaviour and bullying records, documents relating to the school's self-evaluation and safeguarding records. They also looked at the work students were doing in their books and examined the tracking systems used to monitor students' progress. Inspectors considered the 61 questionnaires received from parents and carers, as well as others from students and staff.

Information about the school

This is an average-sized secondary school. The proportion of students known to be eligible for free school meals is below the national average. Fewer students than average belong to minority ethnic groups, and fewer than average speak English as an additional language. The proportion of disabled students and those who have special educational needs is average. The school meets the government's current floor standards, which set minimum expectations for students' attainment and progress.

Three staff have joined the senior leadership team over the past year. The school has been acknowledged by the Department for Education as one of the 100 most improved schools in 2011.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good school, with a good sixth form. It has improved significantly since the last inspection as a result of outstanding leadership at all levels. Despite some excellent features, is not yet outstanding because the quality of teaching and academic guidance is not yet consistently high enough across the school to ensure that students make outstanding progress in all subjects and age groups.
- Achievement is good. It is outstanding in the key areas of mathematics and English, where students make rapid and sustained progress, and reach high levels of attainment by the end of Year 11. It is satisfactory in science. In the sixth form, students make satisfactory progress in Year 12, but make greater progress in Year 13.
- The quality of teaching is good and improving rapidly. There are many examples of inspirational teaching where learning tasks are skilfully designed to meet the differing needs of students, but this is not always the case and the feedback given to students does not always show them exactly how to improve their work.
- Behaviour and safety are good. In lessons, behaviour is often exemplary because learning tasks are fun, challenging and absorbing for students. Bullying of different kinds is rare but dealt with effectively where it does occur. In corridors and around the school during lunchtime and breaks, behaviour is good. Students have a good awareness of how to keep themselves safe.
- Led by the inspirational headteacher, leaders at all levels have taken an uncompromising stance to quickly improving the quality of teaching and in turn raising achievement. The outstanding curriculum provides memorable and varied learning experiences for students of all ages and abilities. Central to the school's successes has been the first-rate leadership of teaching and the rigour with which performance is managed.

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What does the school need to do to improve further?

- Raise achievement, especially in science, by:
 - improving the quality of teaching so it consistently matches that of mathematics and English
 - ensuring that students are given feedback on their work that enables them to know precisely what they need to do to improve.
- Build on the recent improvements in the sixth form by:
 - ensuring students make as much progress in Year 12 as they do in Year 13 by assessing AS-level modules with greater accuracy and giving students precise advice on how they can improve.

Main Report

Achievement of pupils

In lessons, learning is designed so that students develop skills that can be applied right across the curriculum. For example, in many lessons students are required to work in teams and solve problems independently. This develops their reasoning and collaborative skills, deepens their understanding and helps them to enjoy their work. Teachers use assessment information skilfully to tailor learning so that the highest attaining students are stretched well through additional tasks, probing questions and allowing students to take charge of their own learning. This has led to substantial improvements in students achieving the highest grades in GCSE; from 15% in 2008 to 27% in 2011.

Attainment by the end of Year 11 is above average overall. In mathematics and English it is high and all groups of students make at least good, and often outstanding, progress from their starting points in Year 7. Students who speak English as an additional language make good progress. Parents and carers are happy with the progress students make. Those students who are recently arrived in the country and speak little English soon gain in confidence, making good progress as a result of the highly interactive teaching that requires them to develop their speaking and listening skills apace. School leaders' excellent monitoring of data to raise attainment has ensured that the achievement gap has narrowed considerably, for those students known to be eligible for free school meals, against national expectations. In lessons, teachers use information about disabled students and those with special educational needs with great skill to tailor learning precisely to their needs. Specialised support for these students ensures their literacy and numeracy needs are met. These factors ensure they make as much progress as other groups of students.

Achievement in science is satisfactory. Teaching does not match students' abilities as

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well as it does in other key areas of the curriculum. However, inspection evidence indicates that achievement in science is rising as a result of an intensive programme of support to strengthen the quality of provision.

In the sixth form, students join from various secondary schools. Attainment on entry to Year 12 is below average and they leave in Year 13 with average attainment, representing good achievement. However, they make greater progress in Year 13 than they do in Year 12 because some inaccuracy in the assessment of AS-level examination modules results in a lack of precision as to how students should improve their work.

Quality of teaching

The overwhelming majority of students, parents and carers are of the opinion that the quality of teaching is good; a view that is endorsed by the inspection team. Inspectors saw examples of teaching that were inspirational. Students' impressive progress over time indicates that in a number of subjects, particularly mathematics, English, history and geography, this is the norm. Spiritual, moral, social and cultural issues are explored throughout the curriculum. In one outstanding lesson, students discussed in depth gender stereotypes in the context of studying Matthew Bourne's contemporary dance *Nutcracker*. In geography, students considered the ethics of multinational companies using cheap Vietnamese labour.

Teachers question students to elicit the best possible answers, prompting them to answer in full sentences. This develops their speaking and listening skills well. The high-quality feedback given to students typically enables them to know what is needed to improve their work. In science, the quality of teaching is satisfactory and the quality of feedback to students is of variable quality. This leads to students being vague about what they need to do to improve. No inadequate teaching was seen by the inspection team. A small amount of satisfactory teaching was observed. In these lessons, tasks were not matched to students' abilities with precision and the pace of learning was slower.

Literacy is developed well as part of the planned curriculum in all subjects. Students are challenged to use varied vocabulary, speak in full sentences and present their work coherently and neatly. This prepares students well with the literacy skills they need for the next stage in their education and later life.

At the time of the previous inspection, the highest attainers were not sufficiently challenged. Inspectors saw considerable challenge for these students in lessons, with teachers using carefully designed success criteria, additional tasks and questioning that enabled them to achieve exceptionally well.

Behaviour and safety of pupils

The majority of parents and carers are happy with the behaviour in the school. A very small minority raised concerns about behaviour in lessons which were covered

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by temporary staff. Inspectors found that behaviour in lessons is often outstanding. This is because teaching tasks are designed so students are fully involved in their own learning. Where teaching is satisfactory, they spend longer amounts of time listening to overlong instructions and it is then when students become passive and lose concentration. During unstructured times behaviour is good, with students being courteous to each other and to adults.

Students say they feel safe from the threats of bullying and that there is always a caring ear available should the need arise. 'Teachers really care,' as one student said. The school maintains a comprehensive log of bullying incidents, which are rare. The active school council and sixth form students run a 'drop in centre' which enables students to talk to one of their trained peers if they feel the need. Students have a good understanding of the different forms of bullying, particularly of how to stay safe in relation to the internet and when using mobile devices.

Sixth-form students are excellent role models for students in the lower years, and frequently give mentoring support to those students whose circumstances potentially make them vulnerable.

Leadership and management

Monitoring and evaluation at all levels of leadership are incisive, detailed and precise. This has led to school leaders anticipating areas of weakness and quickly taking effective steps to combat them before they become problems. Over the last three years, this has led to substantial improvements in achievement. Despite this, there is no hint of complacency and outstanding achievement and teaching are now within reach. The governing body has been instrumental in monitoring the school's progress and offers excellent challenge to school leaders. Moreover, governors provide excellent support, for example in providing expertise in assisting with budget management.

The quality of teaching and learning has risen substantially. Teachers routinely share their good practice and middle leaders coach each other to become more effective. Excellent training ensures teachers know precisely how to use data to challenge students well. Rigorous self-evaluation is evident in all tiers of leadership. Improvements in teaching and in achievement since the last inspection have been rapid and sustained. This means the school is extremely well placed to continue its improvement.

The curriculum is outstanding. A well-designed, highly personalised programme enables Key Stage 4 students to follow pathways that precisely meets their needs. An innovative mathematics curriculum enables students to make links between science and mathematics in Year 11. The arts have a high profile. The school develops students' spiritual, moral, social and cultural understanding extremely well by offering opportunities to sing in liturgical settings and explore arts in non-Western contexts. A well-established link with a school in Ghana enables students to develop their understanding of other cultures.

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In the sixth form, the curriculum has recently been changed to ensure students follow courses that match their abilities with more precision. This, along with a superb menu of enrichment opportunities in the sixth form, is ensuring that achievement is rising. There are plentiful opportunities for sixth-form students to take on additional responsibilities and the overwhelming majority are involved in mentoring younger students, supporting the development of reading or charity work. Excellent leadership of special educational needs ensures that all staff receive high-quality training in meeting the needs of disabled students and those who have special educational needs.

The school engages parents and carers extremely well. During the inspection, many parents and carers supported the school mass. The overwhelming majority feel well informed and are supportive of the school.

Equal opportunities are promoted well. The school has successfully closed the gap between the achievement of different groups of students. Any perceived discrimination is tackled decisively whenever and wherever it exists. The school meets current safeguarding requirements.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 March 2012

Dear Students

Inspection of All Saints RC Comprehensive School, Mansfield, NG19 6BW

Thank you for talking to us when we came to inspect your school recently and telling us your views, both in person and through the questionnaires some of you filled in. I have pleasure in telling you what we found out.

You go to a good school that is improving rapidly. The fast pace of improvement is because leadership and management are outstanding. School leaders very carefully monitor the quality of teaching and provide high-quality training so that it is rising sharply. This has led to rising achievement year on year. Students in the sixth form receive a good quality of education. We were impressed with the additional responsibilities sixth formers took on, such as the charitable work and staffing the drop-in centre. You told us how you feel safe in the school and that there was always someone to turn to if you experienced or witnessed any bullying or harrassment.

These things do not just happen, of course. Your headteacher and staff spend many hours behind the scenes preparing lessons, choir rehearsals, concerts and religious events so you have a rich, interesting set of experiences at school. Like everything in life though, there are always things that can be done to make things even better. I have therefore asked your headteacher and staff to do two things. First, to raise achievement in science. This can be done by improving teaching so it is as good as it is in mathematics and English, and also by improving the way science teachers give you feedback on your work. Second, to build on the recent improvements in the sixth form by making sure students make as much progress in Year 12 as they do in Year 13.

You can help by continuing to be the dedicated, responsible young adults you are today.

Yours sincerely

Robert Jones
Lead inspector

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