

All Saints' Catholic High School

Inspection report

Unique Reference Number	107160
Local Authority	Sheffield
Inspection number	363720
Inspection dates	10–11 March 2011
Reporting inspector	Lynne Selkirk 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	1375
Of which, number on roll in the sixth form	334
Appropriate authority	The governing body
Chair	Mr Gerard Higgins
Headteacher	Mr Bob Sawyer
Date of previous school inspection	14 April 2008
School address	Granville Road Sheffield South Yorkshire S2 2RJ
Telephone number	0114 272 4851
Fax number	0114 276 5371
Email address	enquiries@allsaintslearning.co.uk

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Royal Exchange Buildings
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Introduction

This inspection was carried out by five additional inspectors. Inspectors observed 37 teachers in lessons and a joint lesson observation was carried out with the headteacher. Meetings were held with senior and middle leaders, groups of students, members of the governing body and the School Improvement Partner. Inspectors observed the school's work and scrutinised documents including assessment information and the monitoring of students' progress, the school's self-evaluation, school improvement planning and the minutes of governing body meetings. In addition, 197 questionnaires from parents and carers and those returned by staff and students were analysed.

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

- If teaching is sufficiently engaging and challenging in all key stages to improve attainment further, particularly in English and for students working at higher levels.
- How frequently students are involved in assessing their own work as well as that of their peers and how clear they are about how to improve further.
- The impact of the curriculum and if it ensures that all students can make at least good progress.
- How consistent senior and middle leaders are in embedding ambition, driving improvement and ensuring the best possible outcomes for all learners.

Information about the school

All Saints' Catholic High School is larger than the average secondary school. There are more girls than boys on roll. It is situated in the centre of Sheffield. The proportion of students known to be eligible for free school meals is in line with the national average. It has a greater than average percentage of students from minority ethnic groups and of students with English as an additional language. There is a lower than average percentage of students with a statement of special educational needs while the number of students with special educational and/or disabilities is average, although this has been increasing at a faster rate than is usual over the last three years. The school is a Sports College and has Training School and Healthy School status 2010. It also holds the Investors in People status 2008 and the International School award 2010. The school is part of the Building Schools for the Future programme due for completion in September 2011 and will co-locate with a special school for students with physical and learning disabilities.

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

1

Main findings

All Saints' Catholic High School is an outstanding school. The sixth form is also outstanding. It is led by a dynamic and inspirational team with a driving ambition to improve outcomes for all students. The clear and consistently well-communicated vision of learning and engagement for all is recognised and appreciated in equal measure by parents, carers, students and staff. Equality of opportunity is at the heart of the school's work; students with particular difficulties or disadvantages are able to participate fully in an outstanding range of learning activities and they achieve well. The rigour of the accurate self-evaluation at all levels ensures that swift and precisely targeted action tackles any area of underachievement robustly so that the differences in performance between groups of students is rapidly reducing across all year groups. A key strength of the school is the commitment to staff development. Effective and well-established systems of staff self-review and an ambition to be outstanding practitioners is embraced by all. This demonstrates that the school has an excellent capacity to sustain improvement.

The building programme has temporarily restricted the use of recreational outdoor space and learning areas have been confined; nevertheless, a calm and purposeful atmosphere has remained throughout. Students are clearly excited about their new learning space which is near completion and they speak articulately and with pride about their contribution to its design. The strength of students' spiritual, moral, social and cultural development is evident in their outstanding behaviour, the respect they show to adults and their peers, and their mature approach to opportunities for reflection and discussion on a range of issues. Students make good progress and reach above average academic standards.

Arrangements for care, guidance and support are outstanding so that students feel completely safe and are confident that any difficulties they have will be dealt with appropriately and without delay. Most students enjoy school and attendance is above average. Students' acquisition and application of work-related skills make a good contribution to their preparation for life beyond school and their positive outlook. Almost all students progress into further education, employment or training. A large majority join the school sixth form. Students have a good understanding of how to lead healthy lifestyles; most students take advantage of the extensive opportunities to engage in a wide range of physical education opportunities offered through the school's specialism. Since the previous inspection, a flexible and innovative curriculum designed to meet the needs of all students is constantly under review and includes opportunities for students to embark upon sixth form programmes of study while still in Year 11. Students' contribution to the school and the wider community is outstanding. They are proud of and committed to their school and relish the opportunities to take on responsibilities. For example, Year 9 students have lead roles in organising the Year 6 transition programme.

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Teaching is good overall and in a range of lessons outstanding practice was observed. In most lessons, assessment information is used to plan learning activities which challenge pupils with differing abilities, so that learning proceeds at a good pace and students make good progress. However, there are pockets of inconsistent practice in its use, throughout year groups and subjects, particularly in English. In addition, all students are not adept at assessing their own work and that of others and in identifying how to improve their performance; opportunities to fully utilise students' oracy skills in lessons are also variable.

What does the school need to do to improve further?

- Improve the proportion of good and better teaching and learning ensuring that there is consistency in:
 - – the use of assessment information to inform lesson planning so that all students are consistently challenged to the level of their ability, particularly in English
 - – the range of opportunities to develop students' oracy in lessons
 - – the range of opportunities for students to assess their own work and that of others.

Outcomes for individuals and groups of pupils

1

Attainment on entry to the school is average. As a result of good teaching, a personalised and engaging curriculum, precisely focused intervention and students' excellent behaviour and attitudes to work, all students including those with special educational needs and/or disabilities make good progress. Most students achieved five or more GCSE passes at grades A* to C in 2010 and the school's five A* to C GCSE measure in English and mathematics is above the national average and is improving at a faster rate than is usual. Almost all students achieve five GCSE qualifications at grades A* to G at the end of Year 11. Students' good progress, including that in English, is confirmed by inspectors' evaluation of lessons observed and an analysis of the school's fine tracking system and current data.

Outstanding behaviour in a Year 7 religious education lesson contributed to all students making good progress. Students listened to each other's views on the theme of empathy and were able to challenge and support each other to refine their understanding. Students are confident that their views are always listened to; they have a strong voice in school decisions and are actively involved in the design of their curriculum and the delivery and evaluation of their lessons. The strength of the vertical tutor group system is demonstrated in the harmonious relationships between year groups and students' excellent attitudes are key features of the school's strong ethos. Students' spiritual, moral, social and cultural development is outstanding. An effective assembly and tutor programme provides the opportunity for students to reflect on the experiences of others. Students make a significant contribution to the school and wider community through extensive charitable work and taking on a range of responsibilities. A 'buddy' system in Year 7 supports literacy work and students speak highly about their role as mentors to younger students to ease the process of transition. Students have a good understanding of how to lead healthy lifestyles as can be seen from their high rates of participation in sporting activities and their ability to discuss what constitutes healthy eating.

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

These are the grades for pupils' outcomes

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

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?

The school accurately evaluates the quality of teaching and learning as good. The large majority of lessons observed by inspectors were good or better. In the best lessons, teachers used their extensive knowledge to capture students' imagination and interest bringing relevance to their learning and inspiring them to aim for the highest grades. The pace was brisk and students could explain clearly what they needed to do to improve their learning. Where there were other adults supporting learning present in class, they worked effectively and sensitively helping students in difficulty to make progress and work independently.

In one mathematics lesson, the teacher engaged students quickly through the use of digital imagery to demonstrate the concept of similarity. Students were given the opportunity to reflect upon and discuss their previous misconceptions. A key strength was the readiness in which students contributed to their learning. The sports specialism has been instrumental in leading developments in teaching and learning, particularly the development of peer assessment. In a physical education lesson, students worked in groups to demonstrate the theme of travel. Students observed and assessed each others' performances and decisively set about making improvements to their own presentations taking into account the constructive comments that had been made. The use of video cameras in a gymnastics lesson enabled students to evaluate their own performances.

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While some teaching has embedded a range of strategies for students to assess their own learning and progress and that of others and to talk about their work, the practice is inconsistent throughout the school. The pace of learning was slower in lessons where teachers talked a great deal and where assessment information was not used effectively to challenge all students.

The curriculum provides an array of memorable experiences. Students talk animatedly about their enjoyment and appreciation of the many opportunities for wider learning through visits, retreats, sporting, musical and drama activities. Care, guidance and support are exemplary. The strength of the school's systems and excellent partnership arrangements with specialist agencies ensure that each student can take advantage of a wide range of opportunities so that they are well-equipped for the next stage of education and later life. The introduction of the vocational sports qualification at GCSE has encouraged a greater number of boys in particular to continue their studies in the sixth form. Guidance days ensure that the curriculum is broad, balanced and meaningful. The school cares sensitively for those students with a wide range of needs, including those whose particular circumstances make them vulnerable. Transition arrangements run smoothly; as a result of the exceptional support students receive at the end of Year 11, a large majority continue to study in the sixth form.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and the restructured leadership team have given the school a clear direction in the journey to 'outstanding' since the previous inspection. The school is intent on tackling weakness and raising the standard of teaching and learning to that of the best. Focused lines of accountability, frequent cycles of monitoring and review underpin the school's rate of improvement. Personalised curriculum pathways and rigorous monitoring of progress ensures excellent equality of opportunity. The school's specialism and its status as a training school have secured extensive partnerships to increase the range of opportunities to share and develop best practice including leadership development. A developing learning platform is pivotal to sharing resources in school and ensuring that staff and students can access learning materials at any time.

Engagement with parents and carers is good; the school regularly surveys parents and carers about their views and the developing e-portal ensures that they have immediate access to attendance and punctuality information. The governing body challenge and support the school effectively using their professional expertise and their knowledge of school data systems to good effect. Safeguarding procedures are good and are rigorously

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monitored. The school's contribution to community cohesion is good; students benefit from the school's extensive engagement with a range of groups within and beyond the local community. Global cultural enrichment has been enhanced through the school's developing links with Soroti School in Uganda.

These are the grades for leadership and management

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

Sixth form

All Saints' sixth form provides an outstanding standard of education for its students. The majority of students, including a growing number from other schools, begin their post-16 education with attainment which is broadly average and, by the end of Year 13 they have made excellent progress. The sixth form is led exceptionally well; there is a relentless focus on improvement ensuring that all students achieve their best outcomes. Self-evaluation is accurate. The sixth form has an extremely positive ethos in which students thoroughly enjoy their studies; they support each other well in lessons and collaborate effectively. Students' personal development is outstanding. There is a wide range of enrichment activities available which support students' economic well-being and encourages them to adopt healthy lifestyles. Students also make a positive contribution to the community through their work with younger pupils, both in the main school and local primary schools and their numerous fundraising activities.

Curricular provision is outstanding. There is an extensive range of AS and A2 courses on offer, as well as level three BTEC qualifications in sport and dance. There are also opportunities for students to improve their qualifications in mathematics and English. Extra-curricular activities are extensive and include the chance to learn Japanese. A developing learning platform facilitates independent learning and provides opportunities for students to carry out extended research. Teaching and learning is outstanding.

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Lessons are well-planned and interesting and students are encouraged to work independently and think for themselves.

Care, guidance and support are excellent. Attendance and retention rates are well above average. Monitoring of students' progress is frequent, rigorous and highly effective. In all subject areas, specific learning targets for improvement are regularly set and fully understood by students. Additionally, excellent support and guidance is given to students to help them move on to the next stage of their lives, be it university, employment or training.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The analysis of the parents' and carers' questionnaires indicates that almost all parents and carers are happy with their children's experience at school. An overwhelming majority agreed that the school keeps their children safe, teaching is good and the school is led and managed effectively. The school was found to be responsive to parental concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints' Catholic High 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 197 completed questionnaires by the end of the on-site inspection. In total, there are 1375 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	46	97	49	8	4	2	1
The school keeps my child safe	106	54	86	44	2	1	3	2
My school informs me about my child's progress	89	45	99	50	6	3	1	1
My child is making enough progress at this school	87	44	94	48	10	5	3	2
The teaching is good at this school	93	47	100	51	3	2	1	1
The school helps me to support my child's learning	60	30	112	57	20	10	1	1
The school helps my child to have a healthy lifestyle	44	22	125	63	22	11	2	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)	79	40	101	51	8	4	1	1
The school meets my child's particular needs	71	36	115	58	8	4	0	0
The school deals effectively with unacceptable behaviour	101	51	86	44	6	3	1	1
The school takes account of my suggestions and concerns	56	28	117	59	13	7	1	1
The school is led and managed effectively	112	57	80	41	3	2	1	1
Overall, I am happy with my child's experience at this school	112	57	79	40	3	2	1	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).

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">■ 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.



11 March 2011

Dear Students

Inspection of All Saints' Catholic High School, Sheffield, S2 2RJ

On behalf of the inspection team I would like to thank you very much for the warm welcome we received when we visited your school. We judge it to be outstanding. We enjoyed talking to you, observing your lessons and looking at your work. We particularly enjoyed seeing how you are developing as independent learners and how well you are making progress in your lessons. Your behaviour is outstanding. You are all proud to learn in such an exciting place. We think that you have coped extremely well with the upheaval the new build programme has brought. We think it will be worth it! We were impressed with how well you contribute to the life of the school in all respects and how well you consider others and reflect upon your learning experiences.

Your school has been quick to tackle areas of underachievement, particularly English last year and your progress is now gathering pace. Your headteacher is an outstanding leader and he has an exceptionally strong team of teachers who care about your futures. We know that some of you are contributing to the decisions your school makes about teaching and learning. Even in an outstanding school there is always room for improvement. We agree with your headteacher that teaching is good. I have worked with your headteacher to decide on the best way to make improvements and we have decided that it is important that:

- all your teachers use assessment information to ensure that you are all challenged
- you have opportunities in all lessons to consider the quality of your work and that of your peers and how it can be improved
- you have the opportunities in all lessons to develop oracy skills so that you can confidently talk about your work.

Your new school will be completed soon and we hope that you will continue to seize the opportunities that All Saints' Catholic High School makes available to you. We wish you all well for your future lives.

Yours sincerely

Lynne Selkirk

Additional Inspector

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