

All Saints RC School

Inspection report

Unique Reference Number	121720
Local Authority	York
Inspection number	359077
Inspection dates	18–19 May 2011
Reporting inspector	Wendy Ripley 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	1258
Of which, number on roll in the sixth form	312
Appropriate authority	The governing body
Chair	Mr Peter Cannings
Headteacher	Mr Bill Scriven
Date of previous school inspection	10 March 2008
School address	Mill Mount Lane York North Yorkshire YO24 1BJ
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed teaching and learning in 26 lessons taught by 26 teachers, and met groups of students, staff, members of the governing body and the School Improvement Partner. They observed the school's work, and looked at the school's self-evaluation form, development plan and analysis of student data. Inspectors also looked at the 244 completed questionnaires received from parents and carers, and questionnaire responses from the students and staff.

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

- Current standards and the progress of students across the school.
- Whether the quality of teaching and curriculum are good enough to bring about improving outcomes for students.
- Whether the school leaders are driving improvement and demonstrating sufficient capacity for sustained improvement.

Information about the school

All Saints Roman Catholic School is a larger than average sized secondary school. The number of students attending the sixth form has increased by around 13% since the last inspection. Almost one quarter of the students start in the sixth form in Year 12 having completed their Year 11 studies elsewhere. Most students are of White British heritage. Fewer students than average are known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is below the national average but has increased since the last inspection. Very few students have a statement of special educational needs. The school is a leadership partnership school and holds the Investors in People award. It has held high performing specialist school status since 2006, with specialisms in modern foreign languages and the performing arts. The school operates on two sites nearly a mile apart. The playing fields are a bus drive away.

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?

2

The school's capacity for sustained improvement

2

Main findings

All Saints Roman Catholic School provides its students with a good all-round education. It has a number of outstanding features including the ways in which it promotes the students' spiritual, moral, social and cultural development and their workplace skills. This makes a very strong contribution to the students' personal development and their future economic well-being. Almost all students progress to further education, employment or training.

Most parents are very strongly supportive of the school and have every confidence that their 'child will blossom because there is a caring ethos and staff go over and above what is required'. Students' attendance is above average. Their behaviour in lessons and around the school is good, as demonstrated by low exclusion rates. Students show great respect and understanding for others and feel very safe, secure in the knowledge that there is always someone they can go to should a problem arise. They report that bullying is rare and any incidents are dealt with effectively.

Students generally enter the school with standards that are above average. Their attainment at the end of Year 11 at age 16 is consistently above average when compared to national benchmarks; including those for modern foreign languages. Students' attainment at the end of Year 11 in 2009 and 2010, while remaining above average, dipped sharply when compared to previous years because students did not make the progress expected of them given their starting points. This dip in school performance can largely be accounted for by a curriculum that did not fully meet the needs of the students and an unusually high level of staff absence that affected some subjects and limited leadership capacity. These issues have now been fully resolved because school leaders and members of the governing body have taken strenuous steps to rectify them.

The most recent internal data indicate that the declining trend has been reversed and attainment at Key Stage 3 and Key Stage 4 has risen. Inspection evidence shows that the proportion of students making the expected levels of progress has improved rapidly. Consequently, most students are now making good progress overall, although some variations remain in the rates of progress students make. For instance, students are currently making much better progress in Key Stage 4 than they do in Key Stage 3. The good provision in the sixth form ensures most students achieve well in Key Stage 5 taking their individual starting points into account. Most students with special educational needs and/or disabilities are making similar progress to their peers and are currently on track to attain their individually challenging targets.

The quality of teaching is good overall. Consequently, most students enjoy their learning and make good progress in the majority of lessons. There is a consistent approach to lesson planning throughout the school. However, teachers are not always using the school's assessment and tracking information routinely to plan activities that are matched

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closely to students' individual learning needs and this contributes to the variations in the rates of progress students are currently making. The curriculum is good. It has been considerably enhanced since the last inspection affording many more opportunities to match the interests and abilities of students. These changes are already contributing to the better progress students are now making in Key Stage 3 and Key Stage 4.

The headteacher and the governing body demonstrate an accurate and perceptive understanding of the strengths and weaknesses in the school. They have tackled previous underperformance with determination and rigour. The team of leaders and managers has been restructured and extended, resulting in clearer lines of accountability and improved assessment and tracking systems in the main school. In the sixth form, however, strategic leadership is not as effective, plans for further development and monitoring and tracking systems are less clear. Consequently, while outcomes for sixth form students are good, the rate of innovation and improvement is lagging behind that currently seen in the main school. This is partly because the school has rightly concentrated the majority of its efforts over the past two years on accelerating students' progress in the main school. The headteacher consults widely. Staff appreciate this enormously and as a result, make highly effective contributions to the school's self-evaluation and development activities such as 'planning for success', the school's sharply focused improvement plan. Middle leadership is a significant strength. The school's specialist status has been used very effectively. For example, to underpin the outstanding ways in which the school promotes community cohesion locally and in the wider world. The school demonstrates it has good capacity for sustained improvement and provides good value for money.

What does the school need to do to improve further?

- Ensure all students make consistently good or better progress by:
 - reducing variations in performance
 - ensuring the school's assessment and tracking information is used with consistent effectiveness to plan classroom activities that are more closely matched to individual learning needs and effectively challenge students whatever their ability.
- Review the provision and improve the strategic leadership of the sixth form by:
 - including students and other stakeholders in the review process
 - sharpening development planning
 - strengthening monitoring, tracking and evaluation systems and using the information generated more effectively
 - ensuring all actions have the maximum impact on outcomes for students.

Outcomes for individuals and groups of pupils

2

Students are courteous and polite to adults and each other. The high quality and warmth of relationships throughout the school establish an effective climate for learning and create an optimistic environment in which almost all students are happy and look forward to coming to school. Students generally apply themselves to tasks diligently. They are very used to working independently and in groups and are frequently involved in assessing their own work and that of their peers, for example, in art and design technology.

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By the time students leave the school they are well equipped with a broad range of skills which makes an extremely strong contribution to their all-round development. A good range of sporting and fitness-related activities support students' good knowledge and understanding of how to lead healthy lifestyles. Students have an outstanding awareness of how to keep themselves safe in a wide range of situations and take great care of each other, for example when moving between sites. Students are provided with excellent opportunities to experience and reflect on new and unfamiliar concepts and ideas and to value different cultures, views and opinions. Students particularly appreciate the efforts staff make to broaden their experience through the wide range of extra-curricular activities on offer.

Students are regularly consulted and influence decisions about school life. They make a strong contribution to the local community. For instance, as peer leaders for younger students, sports leaders and language champions in local primary schools and work with local charities and care homes through the 'V' volunteer programme. Many students go to great lengths to support others less fortunate than themselves. For example, they raise considerable sums linked to local community interests, and accompany those suffering from ill-health on pilgrimage to Lourdes. Students are looking forward to receiving their peers from one of their partner schools in Kitangari, Tanzania, later this year. Students report being well informed about their future career options and the world of work. This, alongside the students' good levels of literacy, numeracy, and information and communication technology skills ensures that their development of workplaces skills is outstanding. This is borne out by high progression rates into further learning and education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
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	2
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	1
Taking into account:	
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?

Inspectors agree with the school's records of lesson observations, showing that the quality of the majority of lessons is good or better. Teachers have secure knowledge of their subjects. The best lessons are well planned, and carefully managed to include all learners and use any support assistants wisely. A good variety of tasks is incorporated to capture students' interest and make learning relevant. There is a brisk pace and good quality questioning that challenges students and stimulates their thinking and creativity. In these lessons students respond quickly to staff and apply themselves well to learning. The presentation of students' work is mostly good. Students' work is generally marked regularly and rigorously. The quality of teachers' feedback during lessons and in books is good overall, although the school is aware that there is some variation and has strategies in place to tackle this.

The curriculum is good, having been broadened so that it now matches the needs and interests of students more closely. This has been achieved through the introduction of vocational courses and additional subjects. Some of these are delivered by other educational establishments as a result of the strong partnerships the school has forged with them. Every student studies a modern foreign language and the specialist subjects have been instrumental in driving forward themed days and cross-curricular projects.

All students are supported and cared for well. The school's services for special educational needs and/or disabilities that includes the Emmaus centre, provides good personalised

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learning and support. This ensures that students finding learning difficult for whatever reason receive carefully tailored individualised support that helps keep them on track. Transition arrangements and the guidance given at key points of a student's education are good.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are strong and effective. The headteacher provides a clear sense of direction and vision. Planning is well considered and carefully implemented. Actions are regularly monitored and evaluated. Resources are deployed effectively.

The creation of the extended senior leadership team through the addition of middle leaders has played a crucial role in tackling the challenges the school has faced. These departmental and subject heads and year leaders are systematically monitoring performance and driving forward the school's improvement strategies. They regularly undertake scrutinies of the standards of students' work, lesson observations and 'learning walks' in other departments in order to learn from and share good practice as well as raise standards. The leadership team is ably supported by a governing body whose members are very active, extremely well informed and not afraid to question and challenge school leaders if they feel it is necessary. They take their responsibilities very seriously and give of their professional skills and knowledge willingly. The staff as a whole form a cheerful, motivated and cohesive team and are eager to develop their skills and abilities further. They routinely share expertise and ideas and participate in a range of professional training and development activities which are well matched to the school's improvement plan.

Safeguarding procedures meet current requirements and are regularly updated. Risk assessments and health and safety audits are robust and the subject of regular review. Effective work to promote equalities is illustrated by the way pupils with special educational needs and/or disabilities are fully included in the life of the school, and their good achievement as a result. Strong links have been forged with partners and other agencies to enhance provision and meet the students' needs. The school makes very well-considered and conscientious contributions to community cohesion locally, nationally and internationally. The specialist college status provides many beneficial effects in broadening opportunities for students and improving resources.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form provides a warm welcome for students who join it from a range of other schools. It is very inclusive, accepting students with a broad range of prior attainment. The good provision ensures most students achieve well from their individual starting points, although attainment in some subjects is better than it is in others. It provides ample opportunities for students to become mature and confident individuals who play an active role in the life of the school and beyond. For example, mentoring younger students and completing the Duke of Edinburgh Gold award. The support students receive both in terms of their academic guidance and their personal development is good. This enables them to make suitable choices and, consequently, the proportion of students progressing into further learning or employment is very high.

The majority of teaching observed by inspectors in the sixth form was good or outstanding. The leadership and management of the sixth form are satisfactory. Strategies and actions are not always precise enough or reviewed and evaluated as rigorously as they need to be in order to achieve further improvement.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	3

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Views of parents and carers

Inspectors received responses from around 19% of parents and carers. Most were extremely positive about the quality of education and care their children receive. Several parents and carers took the opportunity to provide additional comments highlighting particular strengths and to explain how their children had been helped to enjoy their time at school. A very small minority of parents and carers indicated that they had concerns. While maintaining confidentiality, the lead inspector discussed these concerns with senior leaders in order that they may address them and report back to parents and carers, students and staff. Inspectors' discussions with students and their questionnaire responses confirm that most students believe behaviour is good and do not perceive bullying to be an issue. Students report that they feel very safe and the very large majority strongly agree their school is well led; it cares about them and helps them to prepare for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints RC 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 244 completed questionnaires by the end of the on-site inspection. In total, there are 1258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	42	133	55	5	2	3	1
The school keeps my child safe	114	47	123	50	5	2	1	0
My school informs me about my child's progress	89	36	139	57	11	5	3	1
My child is making enough progress at this school	95	39	128	52	18	7	2	1
The teaching is good at this school	84	34	144	59	11	5	3	1
The school helps me to support my child's learning	64	26	147	60	29	12	1	0
The school helps my child to have a healthy lifestyle	57	23	152	62	26	11	3	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)	83	34	136	56	12	5	5	2
The school meets my child's particular needs	82	34	135	55	24	10	2	1
The school deals effectively with unacceptable behaviour	87	36	125	51	19	8	5	2
The school takes account of my suggestions and concerns	58	24	140	57	30	12	4	2
The school is led and managed effectively	91	37	136	56	11	5	1	0
Overall, I am happy with my child's experience at this school	110	45	115	47	14	6	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



20 May 2011

Dear Students

Inspection of All Saints RC School, York, YO24 1BJ

Thank you for the very warm welcome you gave us when we came to inspect your school. We took full account of your views and those of your parents and carers who also completed questionnaires when we made our judgements. We found All Saints to be a good school with several outstanding aspects. You are taught well, generally enjoy your lessons and attain above average standards. Most of you make good progress in your learning. You feel very safe in school and your understanding of how to keep yourselves safe is outstanding. You are polite and courteous to adults and each other. Your good attendance and behaviour contributes well to your learning. You have a good and improving range of subjects you can choose to study between the ages of 11 and 16 and you really appreciate the extra activities staff provide for you. The care, guidance and support you receive are good. You make an outstanding contribution to the life of the school, the local community and beyond and enjoy doing this. You are prepared extremely well for life when you leave school. Almost everyone leaving Year 11 and Year 13 continues with their education/training or finds employment. School leaders have spent a lot of time and energy on improving provision and raising standards in the main school. This means that developments and improvements in the sixth form have not happened as quickly as they might have. To make All Saints even better we have asked the school's leaders to:

ensure all students make consistently good or better progress by:

- reducing variations in performance
- ensuring activities in lessons are consistently planned to match your individual learning needs more closely and provide the right levels of challenge for each of you

review the provision in the sixth form and as a result, take steps to improve it further.

We have every confidence that you will continue to do well and will find ways to contribute to school developments and help the staff make the school even better.

We wish you all very happy and successful futures.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

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