

# All Saints' Roman Catholic High School, Rossendale

Inspection report

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<b>Unique Reference Number</b>	119797
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379892
<b>Inspection dates</b>	6–7 October 2011
<b>Reporting inspector</b>	Ruth James HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerard Greenhalgh
<b>Headteacher</b>	Tim Beesley
<b>Date of previous school inspection</b>	03 December 2008
<b>School address</b>	Haslingden Road Rawtenstall Rossendale BB4 6SJ
<b>Telephone number</b>	01706 213693
<b>Fax number</b>	01706 831137
<b>Email address</b>	office@allsaintshigh.lancs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty-seven lessons were observed and 26 teachers seen. Meetings were held with groups of students, staff and governors. Inspectors observed the school's work, and looked at documentation including the school self-evaluation document, development plan, assessment data, and minutes of governors' meetings. They also considered an analysis of 249 parental questionnaires.

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

- The achievement of different groups of students.
- The effectiveness of teaching in different subject areas.
- The extent to which the curriculum now meets the needs of all students.
- The effectiveness of leaders and managers at all levels at raising achievement across different subject areas.

## Information about the school

All Saints' Roman Catholic High School is smaller than average. A large majority of the students is of White British heritage and very few have a first language other than English. The proportion of students with learning difficulties and/or disabilities is below average but the proportion with a statement of special educational needs is above average. The proportion of students who are known to be eligible for free school meals is slightly above the national average. The school has specialist status in languages and holds a number of awards, including Investors in People and the Healthy Schools Award.

**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**

**2**

## Main findings

All Saints' Roman Catholic High School is a satisfactory school that is welcoming and wholly committed to the well-being of the youngsters in its care. One parent/carer described it as, 'A friendly, warm school community'. The school has seen significant improvement in many areas since its previous inspection. Under the steadfast leadership of the headteacher attainment has risen and was broadly average in 2010. The most recent examination results for those students who have just left Year 11 show a further rise. Given students' average starting points this demonstrates satisfactory progress.

Attendance has risen rapidly year on year and is now well above average. Students' behaviour is good and they are friendly and polite. The school cares for and supports its students well, including those whose circumstances make them potentially vulnerable. The careful transition arrangements with the feeder schools ensure students settle in quickly.

The good curriculum, especially at Key Stage 4, provides a wide range of courses and options and ensures that students can achieve suitable qualifications. The proportion of students gaining five or more GCSE A\* to C grades or equivalent has risen to over 90% as a result.

Learning in lessons is satisfactory. While there is good and outstanding teaching, the quality is not yet consistent either within or between departments. Teachers plan varied activities but these are not always sufficiently focused on the learning outcomes, so that they occupy students rather than moving learning on. Teachers' monitoring of individual progress in lessons is often weak so that opportunities to adapt teaching strategies depending on student response are missed.

Changes since the previous inspection have included a new sports hall, staff changes which have allowed new courses to be offered, and clearer management structures and lines of accountability. Together with the improvement in results and attendance these clearly demonstrate that the school has good capacity to improve. Self-evaluation is accurate in many respects and includes a thorough appraisal of many aspects of the school's work.

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.

### **What does the school need to do to improve further?**

- Accelerate rates of progress to raise achievement further.
- Improve the quality of teaching by:
  - increasing the challenge and pace in lessons
  - ensuring that activities promote key subject learning
  - improving the use of information and communication technology (ICT) to support learning in the classroom.
- Improve the use of assessment in planning and delivering lessons by:
  - making effective use of the existing assessment data in planning lessons to meet the needs of students of different abilities
  - ensuring that students' progress in lessons is monitored regularly and teaching adapted accordingly.

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

<b>3</b>
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Overall attainment is average and the proportion of students gaining five or more higher-grade GCSEs, including English and mathematics, has increased steadily year on year. Within this big picture there are examples of both higher and lower standards at subject level. Achievement in science is very good with a high proportion of students gaining two or more A\* to C grades or equivalent. The percentage of students achieving at least one A\* to C grade in the school's specialism, modern foreign languages, is above average. The A\* to C pass rate for several GCSE subjects with historic low pass rates improved in 2011, but it also remained low in a few subjects. The proportion of students gaining the top A\* and A grades is below average but it is increasing slowly.

Progress in lessons and over time has improved since the previous inspection and is securely satisfactory. Students generally display sensible attitudes to learning, but sometimes lack enthusiasm for the activities set, especially where the tasks are mundane or the learning purpose is not clear. In the better lessons, students work productively on appropriately challenging activities and achieve well. In less successful lessons, the work set is not sufficiently well matched to students' needs, or too much time is spent on tasks which do not move learning on and so students do not achieve as much. Students with special educational needs and/or disabilities make similar progress to that of their peers. Students known to be eligible for free school meals do not do as well as other students.

Behaviour around school and in lessons is good, especially when students are productively engaged. The new sports hall has improved access to a greater range of sports which contribute to healthy lifestyles, but not all students have two hours' physical education each week. Students who met with inspectors report that there is

little bullying and any that occurs is usually dealt with effectively. Student questionnaire responses confirm that students feel safe. They show good understanding of different types of safety and generally know who to go to for support. They value the range of positions and opportunities to contribute to school life and in the wider community, such as the Year 11 mentors who help to support younger students. They readily raise money for charities locally and abroad. Spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching is satisfactory overall, and just over half of the lessons observed were good or better. Relationships are good. In the better lessons teachers make effective use of questions to check understanding, the pace is brisk and work well matched to students' needs. Such lessons successfully engaged students' interest and created confidence as they learned. Weaker lessons were characterised by a lack of challenge and pace. Activities were set which occupied students but were not clearly linked to learning intentions, and did not move learning on effectively. The monitoring of individual progress in lessons is often weak so that misunderstandings are not picked up quickly enough. Marking is of variable quality and frequency. The use of ICT as a learning tool is underdeveloped. Lesson plans often focus on whole-class teaching and there are few references to ways in which the needs of particular groups or individuals, such as those with special educational needs and/or disabilities, might be met.

The range of courses at Key Stage 4 has expanded well since the previous inspection and is contributing to a richer student experience. Staffing changes and judicious use of links with partners have increased the breadth of opportunities. There are more vocational options and Key Stage 4 courses are better tailored to the particular needs of individual cohorts. All this is increasing post-16 opportunities and is a significant factor contributing to raising achievement.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Students feel valued and cared for. Parents and carers clearly regard care as a strength of the school. One comment from a parent/carer is typical of many, 'We have found the teaching and support staff to be extremely supportive.' Strategies to improve behaviour and attendance are effective. Transition arrangements are secure, particularly for vulnerable students. Several students who had joined the school other than at the usual time told inspectors the arrangements had worked well.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides firm and authoritative leadership. The budget deficit has been resolved and he has steered the school through a period of significant staff changes. His systematic approach in tackling weaknesses is driving substantial improvement. Following a management restructure, senior roles have been redefined and he is supported by a committed senior leadership team. Weaknesses in the curriculum have been tackled through the addition of more vocational courses and alternatives to GCSEs, for example in the specialist subjects in modern foreign languages. Attendance has improved strongly. A new sports hall has enhanced the facilities, and widened the range of extra-curricular sports. The school has extended its range of partnerships to support curriculum developments, students' well-being and post-16 progression. Middle leadership is being strengthened. Systems for holding departments accountable for their results have recently been tightened through the introduction of internal reviews. Systems for tracking students' progress have been refined. Key Stage 4 has been prioritised in recent years but this is now changing to improve monitoring and intervention in Key Stage 3.

Governors have a sound knowledge of the school. They are supportive and committed to further improvement. Safeguarding arrangements meet statutory requirements. The school's contribution to community cohesion is satisfactory. The school itself is an inclusive community and links with the local community are developing. There are European links through the languages specialism, but work to educate students about the diversity of other faiths and cultures in Britain is underdeveloped. The promotion of equal opportunities is satisfactory. Discrimination in any form is not tolerated and the school is increasingly focusing on the achievement of different groups of students.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Views of parents and carers**

The high response rate and the high proportion of positive responses demonstrate the confidence that parents and carers have in the school. There were many positive comments, such as: 'There is a caring atmosphere and a hard-working group of teachers.' A very few parents/carers reported concerns about bullying. These were investigated by the inspectors and their judgements are in the report.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints' Roman Catholic High School, Rossendale 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 249 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	42	122	49	11	4	0	0
The school keeps my child safe	127	51	107	43	3	1	0	0
The school informs me about my child's progress	116	47	121	49	7	3	0	0
My child is making enough progress at this school	88	35	138	55	11	4	1	0
The teaching is good at this school	92	37	141	57	7	3	1	0
The school helps me to support my child's learning	86	35	141	57	12	5	2	1
The school helps my child to have a healthy lifestyle	73	29	152	61	18	7	1	0
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)	85	34	140	56	8	3	3	1
The school meets my child's particular needs	87	35	147	59	8	3	2	1
The school deals effectively with unacceptable behaviour	100	40	117	47	17	7	3	1
The school takes account of my suggestions and concerns	83	33	135	54	11	4	3	1
The school is led and managed effectively	117	47	119	48	3	1	2	1
Overall, I am happy with my child's experience at this school	129	52	106	43	9	4	1	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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 up 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 October 2011

Dear Students

**Inspection of All Saints' Roman Catholic High School, Rossendale, Rossendale, BB4 6SJ**

We would like to thank you for welcoming us to your school recently. We were pleased to find that your attendance and behaviour are good. The school provides you with a satisfactory education. Your headteacher leads the school well and there have been many improvements since the previous inspection.

The school's results have risen steadily in recent years. You make satisfactory progress during your time in school so that by the time you leave your attainment is average. Teaching is satisfactory overall but just over half your lessons are good or better. The new sports hall has improved the facilities and you now have a wider choice of extra-curricular activities. You have a good choice of subjects and courses in Key Stage 4 and the school cares for you well.

We have asked the headteacher to work with the staff to help you make faster progress so that you achieve even more. We would like them to make all your lessons as good as the best by ensuring that work in lessons is challenging and activities focus clearly on learning, and by making more effective use of ICT to help you learn. We have also asked teachers to use information about the levels you have reached to plan suitable work and to monitor your progress in lessons carefully.

You can help in this by continuing to work hard and doing your very best in every lesson.

We wish you every success in the future.

Yours sincerely,

Ruth James  
Her Majesty's Inspector

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