

# All Saints Catholic College Specialist in Humanities

Bradley Bar, Huddersfield, West Yorkshire, HD2 2JT

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well in most subjects. The proportion of students gaining five or more GCSE passes at grades A\*-C, including English and mathematics, has risen steadily over the last three years.
- In English standards are well above-average because of teachers' good subject knowledge and enthusiasm.
- Teaching is good. Teachers plan a variety of interesting activities which engage students and help them make good progress.
- Gospel values are promoted by the school's distinctive Catholic ethos. As a result, students are tolerant, respectful and caring in the way they behave and interact with each other. Students feel safe in school.
- Senior leaders implement rigorous plans for improvement. Actions have a positive impact on standards and teaching which continue to improve.
- The governing body has a good understanding of the school's strengths and weaknesses. Governors have secured the school's financial stability.

### It is not yet an outstanding school because

- Achievement in mathematics requires further improvement to ensure that students are progressing at a rapid enough pace.
- In some lessons, students rely too much on their teachers. Students do not always know how to improve and use their skills to learn more independently.

## Information about this inspection

- Inspectors observed 38 lessons, 10 of which were observed jointly with senior leaders.
- Inspectors held meetings with senior and middle leaders, groups of students, the Chair and Vice Chair of the Governing Body, a representative from the local authority and representatives from a local national support school, The Mirfield Free Grammar and Sixth Form.
- Inspectors considered the views of the 30 parents who responded to Parent View, the online questionnaire. They analysed the results of the staff questionnaire to which 21 replies were received.
- Inspectors analysed the 2012 examination results and the published results for previous years. They looked at the school’s data on students’ progress, lesson plans, minutes of meetings and records relating to behaviour, safety and attendance. They also reviewed the school’s self-evaluation and improvement plans.

## Inspection team

Lisa Fraser, Lead inspector

Additional Inspector

Christine Kennedy

Additional Inspector

Nicholas Hurn

Additional Inspector

Janet Peckett

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most 11–16 secondary schools.
- The largest ethnic group is White British; White dual heritage, Caribbean and students of other white backgrounds are the largest other ethnic groups.
- The proportion of students who speak English as an additional language is above average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, from Forces families, and for students known to be eligible for free school meals, is above average.
- The proportion of disabled students and those who have special educational needs supported at school action is above average. The proportion of students supported at school action plus or with a statement of educational needs is below average.
- The school has a humanities specialism.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school works in a partnership with The Mirfield Free Grammar and Sixth Form, a National Support School.
- Four students attend off-site alternative provision through the Nexus scheme.

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

- Raise achievement further across all subjects, particularly mathematics, by:
  - sharing the existing good practice in English to establish better teaching in other subjects
  - ensuring in mathematics all lessons emphasise the relevance of mathematical skills both in and out of school
  - ensuring teachers use information from monitoring students' progress to set work that is neither too easy for some nor too difficult for others.
- Improve students' ability to work independently by:
  - planning activities which reduce students' reliance on teachers and enable them to use their initiative to find things out for themselves
  - making it clear to students how to improve so that they become more responsible for their own learning
  - increasing the number of problem-solving activities in lessons.

## Inspection judgements

### The achievement of pupils

is good

- Most students enter the school with average levels in reading, writing and mathematics. However, there is variation between years especially with an increasing number of students joining the school after Year 7. Some of these students come from overseas and are in the very early stages of learning English.
- There is a rising trend in attainment and in Year 11 the proportion of students gaining five or more passes at GCSE A\*-C grades, including English and mathematics, has risen steadily over the last three years. Results in English language are now significantly higher than the national average. Attainment in mathematics is rising but not as fast as English with most students reaching the level expected for their age.
- Progress from students' individual starting points is good and current Year 11 students are on target to achieve even better results. Senior leaders recognise that boys achieve better than girls and this has been a focus which is now accelerating girls' progress.
- In English language, attainment is high because teaching in English is consistently good. Teachers' passion for their subject motivates students to make good progress.
- Although attainment in mathematics is in line with that expected nationally it is rising rapidly. During the inspection, progress in some lessons was outstanding because teachers made it very clear how relevant mathematical skills are for life outside school. However, this is not always the case and when students are not encouraged to be independent and solve problems for themselves their progress slows.
- Most students are no longer entered early for their GCSE examination in mathematics as this policy had a negative impact on their rates of progress. Students are now only entered if it is appropriate for them to do so. Current school assessments indicate that the achievement gap between English and mathematics is closing and increasing numbers are now making better than expected progress.
- Disabled students and those with additional needs achieve well, as do students whose first language is not English. These students are well-supported by effectively-planned literacy programmes.
- Students supported by the pupil premium, including those known to be eligible for free school meals, reach standards in line with similar students nationally. Funding for these students is spent on a range of support including a specialist mathematics assistant, out-of-school visits and a behaviour support worker. As a result of this support these students make the same good progress as other groups of students.
- Achievement across other subjects is rising. Inspectors observed students make good progress in history and geography lessons as a result of teachers' good planning and the variety of stimulating resources they employ. This reflects well on the school's specialism.
- School staff make off-site visits to students on alternative courses to ensure they are making good progress. Their achievement is monitored in formal meetings where students and parents feedback on their experience. Both the results and attendance of these students have improved.
- All students are well-prepared for the next stage in their learning as only a tiny percentage are not involved in education, employment or training when they leave.

### The quality of teaching

is good

- The majority of teaching seen was good and some outstanding. This enables students to make good progress overall.
- In most lessons relationships between students and teachers are positive. In the best lessons, good levels of trust mean that students answer questions confidently and rise to the challenges set by teachers. Students are actively engaged in their learning and work well individually and

with each other. For example, in a Year 11 drama lesson on interpreting characters, the teacher's clear direction and high-quality feedback enabled students to make outstanding progress when working in small groups.

- The impact of recent teacher training on the use of assessment is evident in most lessons. For example, in a Year 11 mathematics lesson students made outstanding progress because the work was set at just the right level of challenge for different groups. A number of students attempted A\* grade questions with confidence. Those who did not were well-supported by a Higher Learning teaching assistant.
- English is taught most effectively as teachers share an enthusiasm for the subject. Teaching of mathematics is improving and is good when teachers relate activities to daily life and students see the purpose in what they are doing. Some lessons fail to extend students' skills in solving problems.
- Although students receive good quality verbal feedback from teachers on what they need to do to improve across the range of subjects, the quality of marking varies and students are not always clear how to improve their work.
- When teaching is less effective, teachers plan work that is sometimes too easy for some students or too difficult for others. As a result, students lose motivation and the pace of learning slows. Sometimes students are too passive in their learning. They are not always given work which encourages them to think for themselves without relying on the teacher.

### **The behaviour and safety of pupils are good**

- Students are exceptionally positive about the recent behaviour for learning policy introduced by senior leaders. Behaviour is now good. Fixed-term exclusions initially increased with the introduction of the new behaviour policy. These are now reducing. There have been no permanent exclusions in the last three years. Students say the new rules are fair and clear to everyone, and as a result, they make better progress in lessons because there is less disruption.
- Students' conduct around the school is good. Students are courteous and well-mannered. They take a pride in themselves and their school. Students say they feel safe and adjustments to breaks and lunchtimes have been welcomed as these times are now much calmer.
- Older students appreciate the quiet study-areas which are available at these times. Students understand different types of bullying and are aware of the effect of bullying on others.
- The new system for rewarding good behaviour motivates students to work harder and take a positive approach to all aspects of school life. Increasing numbers gain the opportunity to attend half-day rewards trips and rewards points are put into a random draw where students have the chance of winning exciting prizes.
- Students are less eager to work and become passive when teachers fail to involve them enough in activities that require them to be independent and find out for themselves.
- Overall attendance is above average including in the alternative provision. The adjustment to the times of the school day has improved punctuality.

### **The leadership and management are good**

- Leadership and management have successfully implemented change and success is clear in a three year trend of improving results. This is set to continue and the school is well-placed to improve.
- Senior leaders observe teaching and give good quality feedback to teachers about how to improve. Several teachers have developed their skills through the school's policy of pairing experienced staff with teachers who need to improve. However, the strengths seen in many English lessons are not consistently shared between staff and variations in teaching remain.
- Leaders and managers now plan effectively for future improvement. Senior leaders implement and monitor these plans rigorously and ensure actions are taken if required. For example, the

high quality training on the new behaviour policy has resulted in better behaviour.

- Similarly, training on assessment has led to underachievement being spotted promptly and intervention provided for students at risk of underachieving. Subject leaders monitor students' progress in their departments more effectively through new tracking systems. This is leading to equality of opportunity for all students.
- Performance management systems are robust. Targets are set that link to the school's priorities and teachers' developmental needs and progress to meet these targets influences the award of salary increases.
- The curriculum is a good mix of academic and vocational learning. Although opportunities for independence are not always provided, students do extend their self-esteem through school performances, like Buggy Malone, and many sporting achievements.
- The impact on students' spiritual, moral, social and cultural development is evidenced by a caring school community. Students' spiritual needs are supported in school by daily worship, school masses and a Chapel for personal reflection. Students have a strong sense of moral purpose and organise a weekly charity collection to raise money for local and national causes. Students' moral, spiritual and cultural development is a strength of the school.
- The local authority supports the school well. It has facilitated the school's partnership with the nearby National Support School (NSS), The Mirfield Free Grammar and Sixth Form. The school has used this partnership to assist in raising standards and delivering good-quality staff training.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and weaknesses. They visit lessons and meet with staff and students. Subject leaders attend governing body meetings and governors support and challenge their work. Governors undertake regular training. They review data and know how well students are performing compared to similar schools nationally, and the quality of teaching. The governing body ensures that teachers' pay rises are closely linked to students' achievement. Governors have a good understanding of the use of the pupil premium and the effect this has on students' progress. All statutory duties, including those for the safeguarding of students, are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107782
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	400935

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

<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>	725
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	M Trueman
<b>Headteacher</b>	A Bodurka
<b>Date of previous school inspection</b>	16 September 2009
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