

# All Saints Roman Catholic High School, Rossendale

Haslingden Road, Rawtenstall, Rossendale, Lancashire, BB4 6SJ

**Inspection dates** 23–24 October 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- A significant proportion of students do not reach, or exceed, the standards of most students nationally and have not done so for the last three years.
- Students who are more able, or who are supported by pupil premium funding, make slower progress than similar students nationally.
- Teachers' explanations in lessons take too long or are not sufficiently clear so students do not always understand what they are doing and why. Tasks and activities are not always closely matched to students' skills and abilities so some students make slower progress than others.
- Lessons are not planned carefully enough to challenge or inspire students to reach the standards of which they are capable.
- Some subject leaders have only recently been appointed and their plans for improvement have not yet had time to improve teaching and progress.
- In the past, many leaders have judged teaching too generously. As a result, teaching has not improved sufficiently so that students can make rapid progress.
- Subject leaders are only now beginning to use information about how well students are doing to identify what needs to improve, or to check that actions to improve are leading to better teaching and faster progress in their subject.

### The school has the following strengths

- The recently appointed headteacher, well supported by senior leaders and governors, has acted decisively in taking the necessary steps to improve teaching and progress. The school is now setting more challenging targets for students to reach.
- Disabled students and those with special educational needs achieve well.
- The progress of more-able students and those who are supported by pupil premium funding is beginning to improve.
- Students' behaviour in and around school is good and they support each other well in lessons. They say that they feel safe and well supported by caring and committed staff.

## Information about this inspection

- Inspectors observed 30 teaching sessions and 28 members of staff. They held discussions with the headteacher and senior leaders about teaching, attendance, behaviour and safeguarding, and about assessment and students' attainment and progress. They also talked to students in lessons informally, to several groups of students, and to the Chair of the Governing Body and three governors.
- Inspectors scrutinised a range of students' written work, data from assessments and school records to measure improvement in students' progress, behaviour, teaching, the curriculum and safeguarding documents. They also looked closely at the school's evaluation of its work and the school's plans for further improvement.
- The responses of 34 staff to the inspection questionnaire were considered. The inspectors also took into account the school's records of parent, staff and students' views and 32 parents' responses to the online questionnaire (Parent View). The lead inspector spoke to 11 parents who attended a parents' information evening at the school and discussed the progress of their children.

## Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Sheila Kaye	Additional Inspector
Bernard Robinson	Additional Inspector

## Full report

### Information about this school

- All Saint's Roman Catholic High School is a smaller than average school.
- The proportion of students supported through school action is lower than that found nationally.
- The proportion of students supported at school action plus or who have a statement of special educational needs is lower than that found nationally.
- The vast majority of students are of White British heritage and a small proportion of students are from minority ethnic backgrounds.
- The proportion of students known to be eligible for pupil premium funding is slightly smaller than that found nationally. (This is additional funding for those students known to be eligible for free school meals, for students who are looked after by the local authority and for the children of service families.)
- The school's recent GCSE results exceeded the current government's floor standards, which is the minimum level expected for students' attainment and progress.
- The headteacher was appointed in the spring of 2013 and has established a new senior leadership team since beginning his post in May. New leaders for English, mathematics and science have also been appointed since September 2012.
- The school works in close partnership with the local authority.
- The school has specialist status in languages and holds a number of awards, including Investors in People and the Healthy Schools Award.
- A very small proportion of students attend courses and provision away from the school site at Accrington and Rossendale College and Oswaldtwistle Short Stay School for some or all of the time.

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

- Increase the proportion of teaching that is outstanding and reduce the proportion of teaching that requires improvement, so more students make rapid progress, by ensuring that teachers:
  - plan well-thought-through lessons and explain ideas and processes clearly so that students can extend their knowledge and understanding
  - use resources that match students' strengths and needs
  - use subject knowledge in their teaching to enthuse and inspire students so that they are engaged and interested in what they are learning.
- Improve the consistency with which all leaders and managers evaluate the impact of actions taken to improve teaching and increase students' progress, by ensuring that they:
  - use the school's improved checks and measures of students' progress and attainment to identify which students are improving and what still needs to be done to enable those who are falling behind to increase their progress
  - judge the quality of teaching accurately so that they know what teachers need to do to improve their teaching and accelerate students' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most students join the school in Year 7, with levels of attainment that are similar to national averages.
- Up to 2012, students' attainment in English and in mathematics at the end of Year 11 has been similar to standards achieved by most students nationally. In 2013, unvalidated results indicate that students' attainment declined to slightly below national averages.
- Most students up to 2012 made progress similar to that made by most students nationally. However, more-able students and those supported by pupil premium funding have consistently made slower progress. In Year 11 in 2012, students supported by pupil premium funding achieved standards at GCSE around one grade lower than other students in the school.
- The school's more accurate analysis of assessments of the progress made by students supported by the pupil premium in Key Stage 4 now indicates they are beginning to increase their progress.
- Teachers' assessments indicate that students in Key Stage 3 are beginning to make more rapid progress, including those who are more-able and those supported by pupil premium funding. Standards are beginning to rise and more students are now making at least the expected rate of progress from their starting points. Too few students, however, across the school make good or better progress. Therefore, achievement requires improvement.
- The achievement of disabled students and those with special educational needs from their starting points is good, and sometimes better than other students in the school.
- The small proportion of students from minority ethnic backgrounds and those who speak English as an additional language achieve as well as other students. This demonstrates the school's effective commitment to providing equality of opportunity.
- The school uses Year 7 catch-up funding to provide well-targeted and specialist literacy lessons for individuals who are behind in their reading. This enables them to make up lost ground effectively.
- The very small proportion of students who follow courses away from the school site make good progress, and the majority attend well because their individual needs are being met. The vast majority gain qualifications as a result of suitable courses that engage their interests and talents.

### The quality of teaching

### requires improvement

- Although the majority of teaching seen during the inspection was good, there is still too much that requires improvement across the school. Students do not make consistently good progress in their learning. Too little teaching is good or outstanding to enable students to make rapid progress.
- Teachers do not always use assessments to plan activities so that students can make progress to the next stage in their learning. Most teachers help students in the lesson if they are falling behind, or provide additional work for those who complete work quickly. However, the tasks and resources that students start with are often the same for all and have not been effectively adjusted to match each student's starting point.
- Some teachers plan activities but do not explain where the work fits in with the lesson so students sometimes complete tasks without understanding how they will help their learning. Some explanations of topics and ideas give students too much information and take up lesson time so little scope is left for them to find out for themselves.
- Teaching does not inspire or engage students sufficiently to make rapid progress in their learning although they complete tasks willingly and are interested in their work. Too often, opportunities are missed to introduce fascinating facts or more complex ideas to intrigue students, or carefully planned challenges that entice them to tackle work at the next level.
- In the lessons with good or outstanding teaching, students work rapidly and at increasingly challenging levels so that they learn very effectively. In a Year 9 mathematics lesson, students

learning about interest rates were given carefully planned questions that, when answered, revealed the complexities and common misconceptions about investments. Students' efforts were sustained very effectively by the teacher's interest and knowledge of the topic, and skilled response to the students' green, amber and red signals to show if they needed extra help or could help another student.

- In a Year 11 history lesson, students responded well to the teacher's expectations. First, they shared key features identified in their paired reading of a wide range of historical sources about the peace process in Israel. Then, through group discussion, they balanced sometimes conflicting and complex issues that arose in order to finally formulate their views of the process. The well-planned sequence of activities, careful questioning that made students think about what they had read, and well-targeted explanation to dispel any confusion or misunderstanding resulted in excellent progress.
- Scrutiny of students' books indicates that marking and feedback from teachers, although not yet consistent across all subjects, are rapidly developing. Both marking and feedback give students clear information about what they have done well, and detailed, specific suggestions about what steps they need to take to reach the next level. Students' progress is improving as a result.
- Students whose reading skills are not well developed follow carefully structured lessons which effectively improve their interest and ability in reading. Teaching assistants support students' independence well in class. They carry with them laminated mats which give helpful advice in completing work, vocabulary lists, word games and examples of different sentence structures.

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

- Students show consideration to others when moving around the school and manage the narrow corridors well. They are helpful to adults, visitors and each other. Students have a positive approach to their learning, behave well in class and take part in paired and group work responsibly.
- Students say that they feel safe in school. They spoke confidently about approachable staff who are always willing to help if students require guidance or support. A significant number spoke without prompting of the close-knit community ethos of the school which makes them feel valued. They are confident that members of staff know students well and this promotes a strong sense of security and identity.
- Students are very knowledgeable about possibilities of bullying and the risks involved in the misuse of mobile phones and social networking. They know about different kinds of bullying and say it is rare in school because students look out for each other. They say that if bullying occurred, they would seek out either an adult or an older student, confident they would help.
- Attendance has improved in recent years and is now above average. The number of students excluded from school for poor behaviour has reduced owing to the areas available to work away from the classroom, as well as access to skilled adult support. Students know that they can get help with homework or advice if they are stuck or struggling with their work. The school's reward system recognises effort and commitment. Students in Years 10 and 11 can describe the system readily and in detail.

### **The leadership and management** requires improvement

- The headteacher acted quickly on his arrival at the school to evaluate accurately the quality of teaching. This accurate analysis has led to action to increase teachers' expectations for what students can achieve in lessons.
- A comprehensive programme of training for teachers has begun to raise their expectations of students' capabilities and increase their understanding of how to improve learning in their lessons. However, subject leaders are not analysing accurately enough where the training is improving teaching and where progress is still slow, in order to identify what needs to be done. As a result, too much teaching still requires improvement, not enough teaching is outstanding

and too few students are making rapid progress.

- The headteacher and senior leaders have introduced a more rigorous system to measure and analyse students' progress. Some subject leaders have acted promptly to use this system to identify where improvement is happening. As yet, other subject leaders and teachers do not all use the improved analysis effectively to identify where improvement is not happening or is too slow, or to plan suitable actions. As a result, improvements in students' progress are not consistent across the school.
- The headteacher and governors have used national standards to set targets for teachers to check their performance. These are now more rigorously applied when considering rewards or increases in status and salary. Responsibility points are now closely linked to effective teaching and students' progress.
- The vast majority of staff expressed very positive views of the improvement in most students' behaviour and learning, and agreed that students are safe and cared for well.
- Parents are overwhelmingly positive about the school and some families, in particular, feel their child has made exceptional progress. The school provides very effective support for students who have individual needs so they can make progress in lessons.
- The school's specialist status for languages offers students wide opportunities to learn about international cultures, including at first hand. The personal and social curriculum is an inherent part of the well-planned wider curriculum and is supported by cooperative activities in lessons and students' support for each other. Exceptional opportunities for reflection and meditation result in students' strong sense of respect for themselves, each other, and for more diverse ways of living. This, and regular opportunities to learn about other religions and ways of life, develops students' spiritual, social, cultural and moral understanding very effectively.
- The school only enters a very few students for examinations earlier than the end of Key Stage 4 if teachers are confident they can achieve well and use the remaining time to pursue higher levels which prepare them well for future choices.
- Arrangements for safeguarding students meet statutory requirements and ensure that students who attend courses away from the school site are safe.
- The local authority provides very effective, well-planned support for the school which has helped it to maintain standards in the past. It is continuing to support the school to improve further.
- **The governance of the school:**
  - The governing body is increasingly holding the school to account. Governors know where teaching is strong and what actions the headteacher and senior leaders are taking in the push to improve its quality further. Governors understand the arrangements for checking the performance of teachers and monitor the links with salary progression. The governing body has a firm grasp on the school's finances, including the effective allocation of pupil premium funding to close the gap in attainment between students that are supported by it and those who are not. Governors take part in the necessary training and use their educational expertise from their own roles. They hold most leaders to account for the school's effectiveness.

## 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>	119797
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426192

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>	442
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerard Greenhalgh
<b>Headteacher</b>	B McNally
<b>Date of previous school inspection</b>	6 October 2011
<b>Telephone number</b>	01706 213693
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