

All Saints Catholic School and Technology College

Terling Road, Wood Lane, Dagenham, Essex, RM8 1JT

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- Most students make good progress from average starting points. This means that when they leave the school they achieve examination results that are above the national average in many subjects.
- The sixth form is good. Leaders have started to address the 2012 slump in achievement at AS level and standards improved last year.
- The quality of teaching is good in most lessons. Some teaching is outstanding. Teachers use questioning skilfully to promote students' learning.
- Students respect the ethos of the school, are polite, considerate and behave well. Attendance is high.
- The headteacher models the behaviour he expects from others and sets high standards that drive the school forward. He challenges students to be the best that they can be, encouraging them to have equally high aspirations for themselves. He supports other schools to bring about improvements across the wider community.
- Leaders and governors work closely together to ensure that they are effective in sustaining and driving improvement. Governors provide strong levels of challenge and high levels of support. They offer a wide range of skills and expertise that school leaders can draw on.

It is not yet an outstanding school because

- Teachers do not always fully extend students' learning by providing high quality feedback or opportunities to develop independent learning skills.
- Not all teachers take account of students' starting points when they plan lessons. Some students then make less progress than they could.

Information about this inspection

- Inspectors observed 42 part lessons taught by 42 teachers. Eight observations were conducted jointly with members of the school’s leadership team.
- Discussions were held with the headteacher, senior and middle leaders, the Chair of the Governing Body and a representative from the local authority. Inspectors also met with four groups of students and spoke to students informally throughout the inspection.
- Inspectors took account of 38 parental views expressed through the online Parent View survey and the school’s own parental survey responses.
- Inspectors reviewed the 48 staff questionnaires returned during the inspection.
- The inspection team observed the school’s work, scrutinised information about students’ achievement, checked work in students’ books, examined records relating to behaviour and attendance, and looked at documents used by leaders to monitor and evaluate the school’s work.

Inspection team

Lesley Cox	Her Majesty’s Inspector
Thomas Packer	Her Majesty’s Inspector
Hugh Betterton	Additional Inspector
Veronica Young	Additional Inspector
Jason Wye	Additional Inspector

Full report

Information about this school

- The school is a larger than average secondary school, with a large sixth form. It is a Catholic school within the diocese of Brentwood. Some students come from outside the local authority to attend it. There are more boys than girls in all year groups.
- All Saints is one of four schools in the North East Consortium that cooperate to provide sixth form education in the local area.
- An extensive building programme is currently taking place which will allow the school to increase the number of places offered to students. This is due to be completed next year.
- Students come from a wide range of minority ethnic groups. The biggest groups of students are from African and White British backgrounds. The proportion of students who speak English as an additional language is low compared with other schools.
- The proportion of disabled students and those with special educational needs and supported through school action is higher than average.
- The proportion of students supported through school action plus or with a statement of special educational needs is below average.
- The proportion of students who are known to be eligible for the pupil premium, which is additional government funding provided for students eligible for free school meals, looked after children and children from service families, is just above the national average.
- The school is a national teaching school.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- Students rarely attend off-site alternative education provision.
- Most students were entered early for examinations in science and English in 2013.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching in all subjects so that students can make more progress by:
 - ensuring that all teachers use assessment information to help them plan challenging activities that take account of students' different starting points
 - ensuring that all teachers give high quality feedback to students so that they can identify the next steps to take in order to make improvements
 - providing more opportunities for students to take responsibility for their own learning so that they become increasingly confident about learning independently.

Inspection judgements

The achievement of pupils is good

- Most students start at the school with average levels of attainment. They make good progress across Years 7 to 11 and attain GCSE results that are above average in most subjects. Overall pass rates at Key Stage 4 have been consistently high for over three years. However, some students make less progress than they could because work is not always pitched at the correct level in lessons.
- Most students make outstanding progress in English throughout Key Stages 3 and 4. This enables them to achieve exceptional GCSE results. More than a quarter of students in 2013 achieved passes at A* or A grades. Very few students failed to achieve a pass at A* to C.
- Most students make good progress in mathematics and achieve examination results that are slightly above average. In 2012, students performed less well in science. This was addressed by ensuring that all students were entered for appropriate examinations and GCSE results in 2013 were above the national average.
- Literacy and numeracy skills are reinforced in most lessons and students therefore make good levels of progress in reading, writing and in using mathematical concepts. Standards of communication are particularly high and students can express themselves confidently.
- Most students are entered early for examinations in science and English to stagger examination entries over the three years that they study GCSE courses. In 2013, students still achieved GCSE results in these subjects that were in line with their target grades.
- Students who speak English as an additional language make good progress. There are no significant differences in the performance of different ethnic groups.
- Students who are disabled or who have special educational needs make expected rates of progress, with the exception of those who are supported at school action in mathematics. This group make less progress than similar students nationally.
- Students known to be eligible for the pupil premium funding achieve above their peers nationally and the gap between their performance and those of others at the school is small. In mathematics they achieved half a GCSE grade below other students in 2012, but in English they achieved results that were broadly the same. Effective monitoring of the progress and attainment of students supported with the additional funding has identified that nearly all make good progress from their starting points.
- In 2013, the Year 7 catch-up funding supported 12 students to make accelerated rates of progress in English and mathematics in their first year at the school.
- Overall, students make good progress in the sixth form, although there is some variation across subjects. Success rates are broadly in line with national averages and improving. Achievement at A level is better than at AS level. However, AS-level results improved in 2013 with more students achieving their predicted grades. This was as a result of interventions to improve the quality of teaching across the sixth form. Students taking vocational courses make good progress and achieve results that are above the national average.

The quality of teaching is good

- Teaching throughout the school, including in the sixth form, is typically good. Teachers are knowledgeable about their subjects. They engage students quickly and promote positive relationships. As a result, students are interested in learning and make good progress.
- The overall quality of teaching is not outstanding because teachers do not always take account of students' different starting points. Students are sometimes required to complete the same work, in the same way. This stops them taking responsibility for their own learning because they all have to work at the same pace. Some individuals and groups therefore make less progress.
- When teaching is outstanding, individual rates of progress are tracked carefully and teachers

ensure that the work is set at the correct level. Students, including the more and less able and those who have identified needs, therefore make good or better progress.

- Nearly all teachers use questioning skilfully. Students are encouraged to try again, make improvements and articulate what they are thinking. They are challenged to explain their answers in more detail to draw out deeper learning and improve understanding.
- Most teachers provide high quality marking that includes how students can make further improvements. Sometimes this is of a very high standard because it sets aspirational targets for students to work towards, models how to make improvements and gives regular updates so that students know how well they are doing. However, there is some inconsistency in the quality of marking across subjects, leading to some students making slower rates of progress because they are not clear about how to improve.
- Many opportunities are taken to develop students' awareness of spiritual, moral, social and cultural themes in lessons. For example, a thoughtful discussion took place in a science lesson around the moral implications of scientific testing on animals. High quality displays of work and a wide range of extracurricular activities help to raise aspirations and develop a deeper understanding about the world.
- Disabled students or those who have special educational needs are usually well supported in lessons through appropriate interventions or additional support provided by teaching assistants. Teachers plan for equality of opportunity so that most students make at least expected rates of progress. However, the amount of progress varies across subjects.
- Students say that they are taught well and most parents indicate they are pleased with the quality of teaching at the school. Inspectors agree with these views.

The behaviour and safety of pupils are good

- Students' conduct in lessons and when moving around the school site is typically good. This is in spite of the constraints that the on-going building works have placed on where the students can go and the frequent room changes that are necessary. Most students are considerate of each other and follow instructions from adults willingly.
- Nearly all students have positive attitudes to learning and feel proud to be part of the school community. They are encouraged to aim high and, as a result, many have high expectations and work hard to achieve them. However, behaviour is not outstanding because some students are too reliant on teachers telling them what to do and have not yet accepted full responsibility for their own learning behaviours.
- Sixth form students also say that behaviour at the school is good and when incidents with younger students do occur they are effectively dealt with by teachers.
- Attendance is well above average and still improving because students enjoy attending and know that checks will be made if they are absent. They say that they feel safe and appreciate how staff help them to do well.
- The procedures for dealing with any behaviour that is less than good are applied consistently. Students receive effective support and guidance from pastoral leaders. Referrals can be made to the Learning Enhancement Centre, where mentors help to break down barriers to learning. As a result, the number of students who are excluded is below average and is still reducing. Hardly any students have to be educated off site using alternative providers. On the very rare occasion when this is arranged, it is closely monitored.
- Students and most parents express no concerns about bullying and say that, when it does happen, it is followed up and dealt with effectively. Students are informed about the different types of bullying including cyber, homophobic and trans-gender.
- Parents and staff responses about behaviour were positive and when a parental concern was raised, inspectors found no evidence to support it.

The leadership and management are good

- The headteacher's vision of excellence, together with a school-wide ethos of caring for each other, equality of opportunity and high levels of respect, has created a cooperative and supportive community.
- The headteacher offers leadership support to two other schools in his capacity as a leader of education. The time he gives to this is carefully managed and he is well supported by senior leaders in his absence. Since becoming a national teaching school, leadership responsibilities have been redefined to ensure that there is capacity for extensive work with other schools. In many cases this work goes beyond expectations because the headteacher is passionate about supporting others and is generous with his time and resources.
- Senior leaders and governors share their high aspirations successfully with staff, students and parents. As a result, everyone is determined to keep improving the levels of achievement reached throughout the school.
- Senior and middle leaders have an accurate view of the school's strengths and have correctly identified further improvements. They check the quality of teaching regularly, ensuring that any interventions are effective and that high standards are maintained across the school.
- Training opportunities that are closely linked to teachers' development needs, together with robust performance management systems that reward excellence and challenge mediocrity, have ensured that most teaching is at least good and none is inadequate.
- The curriculum is good, providing an appropriate balance between subjects and matching the needs of students well. Strong links with primary schools have provided weekly opportunities to work on projects such as writing workshops. Students are given good support to make informed decisions about the courses they choose. As a result, many go on to study higher level courses. The number of students not in education, employment or training when they leave the school is extremely low.
- Safeguarding arrangements meet statutory requirements. This includes arrangements for making sure the school remains a safe place during the building works.
- Parents and staff consider that the school is led well. Inspectors agree.
- The local authority is assisting the school to make further improvements. This has included developing the management of the sixth form.
- Leadership and management is good rather than outstanding because leaders have not successfully maintained, the highest levels of achievement and personal development for all students over a sustained period of time. In addition, the systems for tracking students' achievement do not always ensure that leaders can closely monitor how well every student is achieving or promote consistently outstanding progress.
- **The governance of the school:**
 - The governing body is very strong. The long standing partnership that exists between the Chair of the Governing Body and the headteacher is effective because they are clear about their different responsibilities. Members of the governing body contribute a wide range of skills that help to make the school successful. They regularly evaluate their own effectiveness and have aligned their roles and responsibilities to the priorities identified within the school development plan. This allows them to offer high levels of support and challenge to school leaders. Governor training days are well attended and equip them to carry out their duties effectively. They ensure that staff salary progression is linked with the performance management targets that have been set. They have an accurate understanding of how well individuals, groups and cohorts are achieving and monitor this closely. They keep a close watch on how the pupil premium and catch-up funding is spent and know how much progress eligible students are making compared to others at the school. School finances are managed very effectively with a clear focus on value for money.

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

Unique reference number	101247
Local authority	Barking and Dagenham
Inspection number	427202

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	1112
Appropriate authority	The governing body
Chair	Dominic Savage
Headteacher	Kevin Wilson
Date of previous school inspection	6 June 2007
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