

All Saints Roman Catholic High School, Rossendale

Haslingden Road, Rawtenstall, Rossendale, Lancashire BB4 6SJ

Inspection dates 12–13 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils' achievement is good. They leave the school with GCSE results that are broadly in line with the national average and above average in English. This represents good progress from overall below average starting points.
- Teachers have high expectations, know their pupils well and draw on good subject knowledge to challenge and engage their pupils.
- The progress of disadvantaged pupils, disabled pupils and those with special educational needs is good. There is a well-directed focus on ensuring that all pupils have good basic skills.
- Pupils' good behaviour adds to the calm, purposeful and positive atmosphere in school. Pupils are proud of their school.
- The vast majority of parents, pupils and staff agree that the school provides a safe environment.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils influence the ethos of the school. Pupils have a secure understanding and pride in the traditional British values of respect and tolerance.
- The school is improving rapidly because the headteacher and members of the senior leadership team provide strong leadership. They have introduced changes which have brought about improvements to the quality of teaching and raised pupils' achievement. They are not complacent, but ambitious for even greater improvement.
- Governors are very well informed about the quality of teaching and pupils' progress and are challenging the school to do even better.

It is not yet an outstanding school because

- Sometimes there are missed opportunities to accelerate the progress of the most-able pupils.
- Some teachers are occasionally too generous in their assessment of pupils' work.
- The quality of middle leadership is inconsistent. Performance management systems are not used as effectively as they could be.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning by:
 - ensuring that teachers' assessments are accurate, particularly in the science and humanities subjects
 - accelerate the progress of the most-able pupils more effectively.

- Improve the quality of leadership and management by:
 - developing the skills of middle leaders who are new to their roles
 - tailoring performance management systems more precisely to the needs of individual teachers and leaders.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and senior leadership team provide strong leadership and are well supported by the staff. The headteacher is ambitious to improve the school further, and progress since the previous inspection has been rapid.
- The most notable improvements have been in teaching and learning. Teachers are developing interesting and creative ways of delivering their subjects and making sure that pupils have a very secure grounding in the basic skills in English and mathematics. Staff morale is high and teachers value and benefit from the many opportunities to improve their practice. For example, there are weekly 10-minute 'good practice sharing' sessions at staff meetings.
- Senior leaders know the school's strengths and weaknesses and what needs to improve, through their regular and rigorous checks of the school's work. Development planning is thorough and focuses on accelerating the progress and boosting the achievement of all pupils. The mathematics department has improved significantly, but leaders acknowledge that there is more to do to improve outcomes in science and humanities subjects.
- School leaders do not just track the progress of specific groups of pupils, such as the most-able or disadvantaged pupils; they track the progress of every individual pupil and their progress is recorded every six weeks.
- Curriculum and team leaders are playing their part in developing and improving their subject areas and are increasingly held to account for the progress that pupils make. Some subject leaders, for example, in English, are very skilled and able to share good practice across the school. However, some are new in post and are still developing their working methods, which means that the quality of middle management is inconsistent.
- The regular and systematic monitoring of the quality of teaching, supported by well-targeted training has been effective. However, there are some missed opportunities in the use of the performance management systems where targets could be tailored much more precisely to individual teachers' or leaders' needs.
- The use of the Year 7 catch-up funding and pupil premium funding is effective. The gap in the achievement of disadvantaged pupils and others in school is narrowing rapidly. In English and mathematics in 2015, disadvantaged pupils made stronger progress than some others in the school and stronger progress than all pupils nationally.
- The school provides a largely academic curriculum that is well suited to the needs and aspirations of pupils. The aim is to raise standards further and increase the proportion of pupils achieving the English Baccalaureate. The very great majority of pupils take three separate science subjects and the take-up for modern languages is increasing. The school's emphasis on improving and securing literacy and numeracy skills ensures that pupils are ready for the next stage of education and is contributing to rising standards across all subjects. Partnerships with local primary schools and sixth form providers are good and aid pupils' induction into the school and progress to post-16 education and training. For the last two years, all pupils in Year 11 have gone on to further education, training or employment.
- Pupils' spiritual, moral, social and cultural development is promoted successfully through a wide range of experiences in assemblies, lessons, through the work of the chaplaincy, including pupil chaplains, and extra-curricular activities. There are numerous clubs, cultural visits, retreats and educational trips, which are well attended by pupils. The school actively celebrates a range of cultures and religions as well as its own Roman Catholic heritage, and promotes an understanding of the British values of tolerance and respect. It makes sure that all pupils have the same opportunities to take part in all aspects of school life and actively promotes equal opportunities. There is no evidence of discrimination.
- The school has a very positive working relationship with the local authority and many departments, including mathematics, science and the humanities have benefited from guidance, advice and training provided in the past two years.
- The vast majority of parents who commented on the school's work were entirely positive. All aspects of the school's work were praised. The very few criticisms voiced were discussed with school leaders who were able to show that their actions are effective.

The governance of the school:

- Governors have a very good understanding of the quality of teaching and achievement in the school because they review progress and learning every half term. Curriculum leaders report to governors on

a regular basis, as well as senior leaders and the headteacher. Governors ensure that all pupils have equal opportunities to be successful and work hard to break down any barriers to success.

- Governors know how to use published data to compare the school’s performance against all schools nationally and ask challenging questions to make sure that all teachers keep focused on improving standards.
- Governors ensure that the ethos of the school promotes British values and the core values of their work as a faith school.
- Governors manage the finances of the school well. They are rigorous in ensuring that the school gets the best value for money and have well thought through plans for continually improving the fabric of the building. They look closely at how catch-up and pupil premium funding is used to benefit the eligible pupils.
- The arrangements for safeguarding are effective. Staff training is frequent so that all staff are aware of school procedures in the event of any concerns.

Quality of teaching, learning and assessment is good

- Teachers have benefited from external support and listened to, and acted upon, advice. Well-directed improvements from the senior leadership team have resulted in the creation of ‘learning communities’ so that teachers are keen to share good practice and further improve their already considerable skills.
- All teachers promote literacy in their subjects after investigation showed that some pupils were losing marks because of a failure to properly read or understand questions. There is now a strong focus on promoting literacy in subjects such as science, languages and business studies.
- The teaching of English is particularly strong so that standards are above average and pupils make very good progress. The good practice in this department is shared across the school. Mathematics teaching has improved rapidly.
- Teachers have good subject knowledge, which enables them to prepare stimulating lessons, often enhanced by appealing resources. During the inspection, pupils were solving problems in mathematics, analysing three contrasting film openings to the witches’ scene in *Macbeth* and preparing appetising and healthy soup in food technology, among many other engaging activities. Teachers use homework well to consolidate and deepen learning.
- Teaching assistants play a valuable role in supporting the learning of disabled pupils and those who have special educational needs by providing additional explanations or help with basic literacy and numeracy.
- All teachers carry out detailed tracking of their pupils’ work and so know their strengths and weaknesses well and how to take action when anyone falls behind. The work of the departments is supported by progress leaders, who provide an additional check on pupils’ progress across all their subjects.
- The progress and achievement of disadvantaged pupils is a priority for all staff and is overseen by a senior leader. Disadvantaged pupils are making good progress because support is tailored to their needs.
- In many subjects, assessment is a real strength. Pupils’ work is accurately assessed and good advice is provided for improvement. The school’s policy of allowing response time means that pupils quickly act upon the advice of teachers and correct misconceptions or complete work which is unfinished. There is some inconsistency in assessment practice however, and some departments, such as science, geography, history and modern foreign languages, are still developing secure and accurate assessment practice and guarding against a tendency to be over-generous in their assessments.
- There are occasional missed opportunities to further promote the learning and understanding of the most-able pupils. In lower sets, the standard of presentation is not always as good as it needs to be.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils wear the new school uniform with pride. They chose the school’s new motto ‘Let your light Shine’ and most feel a great loyalty to their school.
- Pupils can apply to become pupil chaplains and work with the school chaplain in directing the spiritual, moral and social life of the school. In a development session last term, current pupil chaplains set out

their aims, which were to develop charity work, increase the prayer life of the school, develop a reconciliation service for Lent, write to local people who are ill or housebound and raise awareness of prisoner rehabilitation. Pupil chaplains can work towards a chaplain's award which records their service to the school and wider community. There are other areas in which pupils can take on responsibility such as becoming school prefects.

- Pupils feel safe in school and said that adults care for them and that they trust teachers to intervene in any bullying and to make things better. Pupils told inspectors that there is little bullying in school but that if it occurs it is dealt with quickly. There are many positive messages around the school which make clear that discrimination on the grounds of race, gender or disability is totally unacceptable. Pupils are well-informed about different kinds of bullying and how to combat it.
- Pupils have many opportunities to learn how to keep safe, including when using the internet and social media.

Behaviour

- The behaviour of pupils is good. The school has effective policies for dealing with any poorer behaviour and is now able to put the emphasis much more in rewards than sanctions. In the recent past, exclusions have been above average as senior leaders set high standards for behaviour. This has been effective so the rate of exclusions is now falling.
- Excluded pupils, many of whom have behaviour problems, receive help and guidance in the Emmaus centre, which is very effective in supporting pupils who are vulnerable in any way.
- There is a calm, purposeful atmosphere around the school. Pupils are polite and friendly and welcoming to visitors. They look after the grounds and buildings well. There is little or no evidence of litter or graffiti.
- Pupils' attitudes to learning are good. The very great majority of pupils are well-motivated, respectful and appreciative of their teachers and collaborate well when working in class. Most take pride in the presentation of their work and are keen to succeed.
- The school is rigorous in its approach to safeguarding and closely checks the attendance, behaviour and safety of the few pupils who attend alternative provision.
- Pupils' appreciation and enjoyment of school is reflected in the consistently high rate of attendance which has been maintained over three years.

Outcomes for pupils

are good

- The progress of current pupils in most subjects, as seen in the school's tracking data, observing learning and the work in pupils' books, is good. The school sets high expectations to which pupils respond willingly.
- Progress in English, as indicated in published data for 2015, was very good and above the national average. Progress in mathematics for Year 11 in 2015 was slower but showed a good improvement on previous years. The current progress in school in mathematics is good. In both English and mathematics, pupils are developing a real mastery of these subjects.
- Progress is inconsistent in chemistry, history, geography and modern languages but there is a steadily improving picture of pupils' achievement in these subjects. Progress across all subjects in Years 7 and 8 is particularly good. Progress in Years 9, 10 and 11 is improving.
- In 2015, disadvantaged pupils made nearly as good progress as others in school in English and mathematics. They made stronger progress than all pupils nationally. The gap in their achievement and that of others in school has narrowed every year for the last three years. There is no gap in their attainment in English with all pupils nationally, but a slight gap remains in mathematics. Currently, disadvantaged pupils are making good progress in line with other pupils.
- Disabled pupils and those with special educational needs made progress which was significantly above national figures in published data for 2015. Currently, pupils in school are making good progress and expectations are as high as for other pupils. The Year 7 catch-up funding is used to provide a good focus on basic skills in numeracy and literacy and the progress of the pupils who receive this support is good.
- The most-able pupils are achieving well but more can be done to accelerate their learning. There is some good practice, for example the pupils in the top mathematics set take GCSE at the end of Year 10 and then study further mathematics in Year 11.
- Some pupils who are deemed to need confidence-building also take mathematics early in Year 11 to give them two opportunities to be successful. There is no evidence that early entry in mathematics is limiting achievement.

- All pupils benefit from the emphasis the school puts on reading. This widens their vocabulary and helps their understanding in all subjects, not just in English.
- Successful outcomes for pupils are seen in the fact that all pupils in the last two years have progressed to further education in sixth forms or colleges, training or employment. The school provides most pupils with work experience. Many pupils have the opportunity to attend careers fairs and post-16 providers open days so that they are well informed about the options available to them.

School details

Unique reference number	119797
Local authority	Lancashire
Inspection number	10002249

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair	Gerard Greenhalgh
Headteacher	Brian McNally
Telephone number	01706 213693
Website	www.allsaintshigh.lancs.sch.uk
Email address	office@allsaints.lancs.sch.uk
Date of previous inspection	24–24 October 2013

Information about this school

- The school is smaller than the average-sized secondary school.
- The great majority of pupils come from White British backgrounds.
- The proportion of pupils who speak English as a second language is low.
- The proportion of disadvantaged pupils supported by the pupil premium is well above average. Disadvantaged pupils are those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A very small number of pupils currently attend part-time off-site alternative provision at Accrington College.

Information about this inspection

- Inspectors observed learning in most subjects and across all age groups. Some learning was observed jointly with members of the senior leadership team.
- Inspectors held formal meetings with groups of pupils from Years 7, 8, 9, 10 and 11. They spoke informally to many other pupils at breaks, lunchtimes, in lessons and at tutor time.
- Inspectors sampled work in pupils' books in all year groups and particularly in Year 11, across a range of subjects, including English, mathematics, science and the humanities.
- Meetings were held with senior and middle leaders, representatives from the governing body and the School Improvement Partner.
- Inspectors looked at a range of school documents. These included information relating to safeguarding and child protection, attendance and behaviour, development planning, subject planning, tracking information on pupils' progress, performance management systems and procedures for checking on the quality of teaching and learning.
- The views of staff were gained from the 17 responses to the Ofsted questionnaire.
- Inspectors gained the views of parents from 52 responses to Parent View, the Ofsted online questionnaire and from emails sent to the inspection team.

Inspection team

Judith Straw, lead inspector	Ofsted Inspector
Osama Abdul Rahim	Ofsted Inspector
Timothy Gartside	Ofsted Inspector

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