

# Inspection of a good school: All Saints Catholic College

75 St Charles Square, London, W10 6EL

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Inspection dates:

13 and 14 October 2021

## **Outcome**

All Saints Catholic College continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## **What is it like to attend this school?**

There is a strong sense of community within this school. Relationships between pupils and teachers are very strong and based on mutual respect. One parent's comment reflects the views of many in the survey, 'The school strikes the right balance between firmness and kindness.'

Pupils are extremely proud of their school and said how much it has improved. They are happy and safe. Pupils' behaviour is calm and mature. If any bullying does take place, teachers deal with it effectively.

Pupils study a broad and rich curriculum. This includes a wide range of subjects that are taught by teachers with excellent subject knowledge. Leaders have extremely high expectations for all pupils. Leaders have worked hard to make sure that the schools' facilities match this ambition. For example, a new drama and music centre has recently been opened.

The school is focused on developing the whole child through a carefully planned programme to develop pupils' character. Lessons in the afternoon start with pupils reflecting on a specific aspect of their life. Beyond the classroom, pupils take part in a diverse range of activities, where they form part of a community or team. This includes sports teams, wind band and science club.

## **What does the school do well and what does it need to do better?**

The school provides a high-quality education for all its pupils, including those with special educational needs and/or disabilities (SEND). There are specific strategies in place to

support pupils with SEND to learn the curriculum. Leaders monitor and update these strategies to make sure that they remain appropriate.

Pupils study a broad curriculum for as long as possible. The curriculum is ambitious. For example, in English, pupils in Years 7 to 9 study three Shakespeare plays and read demanding texts. Subject leaders are knowledgeable. They have planned the curriculum so that pupils' knowledge builds over time. Teachers suggest improvements to the curriculum after they have taught it, helping subject leaders to refine and improve the curriculum further.

In 2019, the proportion of pupils studying the English Baccalaureate (EBacc) was below the national average. However, this has since been addressed by leaders. In Year 10, 57% of pupils are now studying the EBacc subjects, English, mathematics, science, history or geography and a language.

Since the last inspection, the school has developed its design and technology curriculum. There is now a well-sequenced food and nutrition curriculum in place. However, not all areas of the design and technology curriculum are equally strong.

Teachers are passionate about the subjects they teach. They present content clearly and select the most appropriate resources to teach it. Teaching builds upon what pupils have previously learned. For example, in science in Year 10 teaching recapped atomic structure to refresh pupils' memory before learning about static electricity.

Pupils develop excellent knowledge of the subjects they study. In lessons, teachers regularly check what pupils do and do not know. Assessment information is used very well throughout the school to identify gaps in pupils' knowledge, understanding and skills and to plan re-teaching. Staff said that they value the school's approach to assessment and that it does not create unnecessary work.

Pupils' behaviour throughout the school is exemplary. No learning time is wasted because pupils know, understand and follow expectations. Pupils in Year 11 said that they like taking on more responsibility as they move up through the years. In all year groups, pupils agreed that the school encourages them to be independent and to take on responsibilities. Personal, social and health education (PSHE) curriculum promotes pupils' personal development effectively. For example, pupils are encouraged to consider possible careers, next steps opportunities and respecting others.

Leaders have prioritised reading in the school. They have drawn upon a range of research to inform how they do this. All pupils in Years 7 to 9 have dedicated reading time each week when they listen to teachers reading books to help develop pupils' reading fluency. Leaders have ensured that the books selected are ambitious and that they expose students to a wide-ranging vocabulary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have received the necessary training and are knowledgeable about procedures to keep pupils safe. All pupils receive regular updates so that they know who to contact if they need any help.

Leaders responsible for pupils' behaviour and well-being meet daily. This allows them to identify pupils who may need additional support. Should any pupils need help, actions are timely and appropriate. Leaders work closely with a range of professionals to support pupils and their families.

Leaders use assemblies, form time and the PSHE curriculum to remind pupils how to keep themselves safe.

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

### **(Information for the school and appropriate authority)**

- The recently introduced design and technology curriculum does not develop pupils' knowledge of all design and technology content areas equally well. Leaders need to ensure that design and technology curriculum plans are refined and implemented, so that pupils develop detailed knowledge of all aspects of design and technology.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Sion-Manning Roman Catholic Girls' School, to be good on April 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100503
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10200100
<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	708
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Amanda Sayers
<b>Headteacher</b>	Andrew O'Neill
<b>Website</b>	<a href="http://www.allsaintscc.org.uk">www.allsaintscc.org.uk</a>
<b>Date of previous inspection</b>	27 September 2016, under section 8 of the Education Act 2005

## Information about this school

- The school was previously Sion-Manning Roman Catholic Girls' School.
- Since the last inspection, the school has changed the gender of pupils admitted to become mixed.
- The school does not use any alternative provision.
- The school is a non-selective school of Roman Catholic religious character. The school's last section 48 inspection took place in November 2015.
- The school has a specialist resourced provision for a small number of pupils with speech, language and communication needs.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, governors, subject leaders and groups of staff. The lead inspector held separate telephone calls with representatives from the diocese and local authority.

- Inspectors carried out deep dives in science, English, maths and art and design. Each deep dive involved reviewing curriculum plans with subject leaders, visiting lessons, reviewing pupils' work and speaking with teachers and pupils from the lessons they visited.
- Inspectors also looked at curriculum plans, visited lessons and spoke to leaders about design and technology, history and music.
- Inspectors visited the Bethlehem Centre that provides specialist support for pupils with SEND. This involved meeting with teachers, leaders and visiting lessons.
- Inspectors held meeting with leaders responsible for the school's safeguarding arrangements. They also looked at safeguarding records, including pre-employment checks for staff.
- Inspectors spoke to a range of staff about their well-being and workload. They considered staff responses to Ofsted's online survey for staff.
- Inspectors spoke to a range of pupils from different year groups. They considered the pupils' responses to the online pupils' survey.
- Inspectors considered responses to Parent View the online survey and additional free-text responses.

### **Inspection team**

Jasper Green, lead inspector

Her Majesty's Inspector

Hayley Follett

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Ofsted Inspector

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