

# Inspection of All Saints Catholic College

75 St Charles Square, London W10 6EL

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Inspection dates: 2 and 3 November 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

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

This school's culture is both aspirational and highly nurturing. Pupils spoke enthusiastically about the education and wider opportunities that they receive. Leaders and teachers have crafted a curriculum that is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. They consider the needs of the pupils in their care carefully and strive to bring opportunity to all. There is a sharp focus on achievement and excellence in all areas of school life.

Pupils are kept safe and happy. They are proud of their achievements and their school. Pupils are extremely positive about their learning. They do their best to uphold the school ethos and are clear about leaders' and staff's expectations. Pupils' behaviour is excellent. It is unusual for staff to need to remind pupils about how to behave. On the rare occasions on which bullying occurs, it is dealt with effectively. Pupils are taught to be tolerant, polite and articulate.

Leaders train staff well and ensure that pupils receive expert teaching in every subject. Leaders also enrich pupils' learning through a wide range of trips, activities and opportunities.

Leaders and staff have forged a strong sense of community. Parents and carers appreciate this, as well as the high expectations and comprehensive pastoral support offered at this school.

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

Leaders and teachers are unwaveringly ambitious for all pupils. In each subject, they think deeply and collaboratively about how well pupils are learning the planned curriculum. Teachers check pupils' understanding purposefully and, where necessary, revisit knowledge. They are experts in ensuring that all pupils are making progress through the curriculum. This is reflected in the consistently high-quality work that pupils produce.

Leaders and staff are exceptionally knowledgeable about the needs and context of their pupils, including pupils with SEND and those who are at the early stages of speaking English. They adapt learning carefully so that all pupils know more and remember more over time. When pupils need more intensive or bespoke support, leaders spot this and act effectively. For example, pupils who have fallen behind in reading are quickly identified and helped, including with phonics where needed. In the resourced provision too, pupils receive support and adaptations that are matched precisely to their particular needs.

Teachers and subject leaders plan the broad and balanced curriculum carefully. This means that pupils learn the knowledge that they need to understand subjects in depth. Teachers link together and go over subject content logically. In history, for

example, pupils learn about and revisit important concepts, such as how democracy has developed over time, in a range of different contexts. This enables pupils to build up a detailed understanding of what has shaped the modern world.

Leaders teach tolerance and character through a well-sequenced programme of personal, social and health education. They have also designed a rewards programme to promote effort and kindness. Pupils respond to the high expectations of adults. Where they need additional help, this is recognised and provided by skilled pastoral staff. Careers guidance supports pupils to learn about a range of careers and make ambitious choices when they leave the school.

Leaders' ambition for all pupils is also clear in the comprehensive and rich personal development provision. Trips and visits are frequent. Pupils also take part in a range of artistic, creative, sporting and academic clubs. Every opportunity is taken to support, broaden and stretch pupils' interests and talents. For example, some pupils take part in the 'Schola Cantorum' choir, where they learn to read music and sing to a high standard. Leaders monitor who is taking part in the extra-curricular offer. They make sure that all, in particular those who are disadvantaged, receive a diverse range of experiences.

Governors are very well informed and hold leaders to account. They respond quickly to areas that need further work. For example, they made sure that leaders developed a richer curriculum in design and technology.

Leaders provide staff with training to ensure that they develop as subject experts. Staff well-being and workload are considered thoughtfully. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors ensure that staff are well trained to recognise and report concerns. All staff are vigilant and are quick to identify pupils in need. Pupils also know how to report concerns, and they trust staff to deal with them. Pupils receive plentiful information and guidance on what they can do to keep safe.

Leaders meet frequently to discuss pupils' welfare. This means that they know their pupils very well. They identify concerns and respond to them swiftly. They ensure that support is available in school, and they work with outside agencies to secure additional help when needed.

Leaders carry out careful checks to ensure that only suitable staff are employed.

## 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.

## 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>	10240281
<b>Type of school</b>	Secondary Comprehensive
<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>	815
<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">http://www.allsaintscc.org.uk</a>
<b>Dates of previous inspection</b>	13 and 14 October 2021, under section 8 of the Education Act 2005

## Information about this school

- The school was previously known as Sion-Manning Roman Catholic Girls' School.
- The school admitted boys for the first time in 2018. All year groups are now mixed gender. The school has also increased in size, and last year admitted over one hundred additional pupils.
- Leaders do not make use of any alternative provision.
- The school has a Roman Catholic religious character. The school's last section 48 inspection took place in December 2021.
- The school has a specialist resourced provision for a small number of pupils with speech, language and communication needs.
- Careers guidance meets the requirement of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- 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 mathematics, design and technology, history, geography and modern foreign languages. Each deep dive involved discussing the curriculum with subject leaders, visiting lessons, reviewing pupils' work and speaking with teachers and pupils from the lessons visited. Inspectors also looked at the curriculum in other subjects, including computing, English, drama, music, science and physical education.
- Inspectors visited the Bethlehem Centre, which provides specialist support for pupils with SEND. This involved meeting with teachers and leaders and visiting lessons.
- Inspectors held meetings with leaders responsible for the school's safeguarding arrangements. They also looked at safeguarding records, including pre-employment checks for staff.
- Inspectors spoke to the staff who lead behaviour and personal development. They also reviewed a range of documents in these areas.
- Inspectors spoke to a range of staff about their well-being and workload. They considered the responses to Ofsted's online survey for staff.
- Inspectors spoke to a range of pupils from different year groups. They considered pupils' responses to Ofsted's survey. Inspectors also considered responses to the Ofsted Parent View survey.

## Inspection team

Alice Clay, lead inspector	His Majesty's Inspector
Eliot Wong	Ofsted Inspector
Christian Hicks	Ofsted Inspector
Rebecca Iles-Smith	His Majesty's Inspector

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