

Inspection of a good school: All Hallows RC High School

150 Eccles Old Road, Salford, Greater Manchester M6 8AA

Inspection dates:

18 and 19 October 2022

Outcome

All Hallows RC High School continues to be a good school.

What is it like to attend this school?

Pupils develop academically and socially at All Hallows RC High School. There is a strong family ethos that involves the whole school community. Pupils are very happy to attend the school.

Leaders have high aspirations for everyone, including those pupils with special educational needs and/or disabilities (SEND). Leaders and staff have created an environment where pupils are inspired to succeed. Pupils want to learn, they try their best and they achieve well.

Pupils' positive and supportive relationships with each other and with staff help to cultivate an atmosphere where everyone is treated kindly and with respect. This helps pupils to feel safe and secure in school.

Pupils behave well. They told inspectors that teachers are fair, understanding and guide them to manage their own behaviour. Pupils are confident that if bullying does happen, staff will deal with it quickly and effectively.

Leaders ensure that pupils can take part in a wide range of extra-curricular activities. Pupils enjoy a range of different clubs and events, including the design and technology club, music club and competitive sports competitions. They appreciate that there is something on offer for everyone.

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

Leaders have designed a broad and ambitious curriculum and they are clear about what they want pupils to know and be able to do. Leaders ensure that all pupils study a suitably wide range of subjects. This ensures that pupils, including those with SEND, learn a body of knowledge that prepares them well for their next steps in education and for the future.

Each subject leader has designed the curriculum to reflect the school's high ambition for pupils. Learning has been carefully organised so that pupils can build their knowledge through both key stages. Teachers are clear about the small steps of knowledge that pupils should learn. This means that pupils are introduced to new learning in a logical way. Mostly, pupils reinforce what they already know and build securely on earlier learning. However, leaders' changes to curriculums in a very small number of subjects mean that some teachers are not as skilled in designing some aspects of learning for pupils.

Teachers use their strong subject knowledge to enthuse pupils and deepen their understanding of concepts. Teachers check regularly that pupils understand earlier learning. They are quick to identify and respond to pupils' misconceptions. Teachers ensure that most pupils know and understand subject-specific vocabulary. For example, staff frequently revisit the meaning of key terms and definitions. That said, in some subjects, a small number of pupils do not have a secure grasp of some key subject-specific vocabulary.

The school's reading programme is successful in broadening pupils' horizons and encouraging a love of reading. For instance, pupils enjoy reading during form time. They benefit from reading from a rich body of literature that has been carefully selected for them. Form tutors have received appropriate training. This helps them to develop pupils' fluency and reading comprehension. For weaker readers, leaders swiftly select the most appropriate support that will help these pupils to become more confident readers.

Leaders and staff work effectively to best support pupils with SEND. Leaders accurately identify the needs of pupils with SEND. Teachers know pupils well. Pupils receive support that is matched precisely to their needs. Those pupils who attend the specially resourced provision benefit from effective support from highly skilled staff. Pupils with SEND access an equally as challenging curriculum as their peers and are fully involved in all aspects of school life.

Lessons are focused, harmonious and generally disruption-free. Everyone understands the rules and routines that should be followed. Pupils appreciate that every day is a 'fresh start' when they have not always made the right choice about their behaviour. Across the school, pupils work together to guide and support their peers. This reflects the school's ethos of working for the common good of the whole-school community.

Leaders have ensured that the personal development programme is relevant and tailored to the interests of pupils. Pupils are taught about the challenges of growing up in modern Britain. They learn about important issues, such as discrimination, diversity and equality. Pupils develop their leadership skills and knowledge of democracy, for example through the campaign and election of pupil leaders. Through a range of events, such as 'culture day', they develop their cultural awareness and celebrate the diversity of the school community. Pupils receive a well-considered careers programme that helps them to make informed decisions about their future.

There is positive staff ethos. Staff see that leaders at all levels are mindful of their workload. They are happy and feel well supported by leaders. The vast majority of staff who responded to the survey said they feel proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

A highly knowledgeable safeguarding team provides effective support when any risks to pupils' safety are identified. Staff receive the training they need to notice the signs that a pupil may require support. There are clear procedures for reporting concerns and staff know how to use these. Leaders work well with external agencies. They ensure that the right support is in place for vulnerable pupils and their families.

Pupils are taught how to keep themselves safe, including online. They know the importance of reporting any concerns to staff. This ensures that pupils can quickly get the help they need. Pupils said that they have a trusted person in school who they can go to if they are feeling worried or upset.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, teachers do not design some aspects of learning effectively to support pupils to deliver the intended curriculum. This means that, in these subjects, pupils are not making the same gains as in other subjects across the curriculum. Leaders should support teachers to design learning effectively in order to closely reflect the intended curriculum aims.
- Some pupils do not have a sufficiently secure understanding of key subject-specific vocabulary. This hinders these pupils in making links with previous content and expressing their understanding of earlier learning with confidence. Teachers should ensure that pupils are confident in using subject-specific vocabulary with accuracy across the curriculum.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2017.

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

Unique reference number	131512
Local authority	Salford
Inspection number	10240320
Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	700
Appropriate authority	The governing body
Chair of governing body	Christine Wood
Headteacher	Andrea Cavanagh
Website	www.allhallowssalford.com
Date of previous inspection	17 October 2017 under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND, funded by the local authority, for pupils who have specific learning difficulties. The enhanced resource provision is for pupils aged 11 to 16 with speech and language and communication needs. The specially resourced provision can cater for 20 pupils. At the time of the inspection, there were 19 pupils on roll. All of the pupils attending the specially resourced provision have an education, health care plan.
- Leaders use alternative provision for a small number of pupils at two unregistered alternative providers and one registered alternative provider.
- The school is part of the Diocese of Salford. The school's previous section 48 inspection was carried out in June 2018.
- The school meets the requirements 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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders and other members of staff. Inspectors also spoke with members of the governing body, a representative of the local authority and a representative of the Diocese of Salford.
- Inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the single central record. Inspectors met with leaders, staff and pupils to evaluate the effectiveness of safeguarding.
- Inspectors carried out deep dives in English, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and some pupils about their learning, and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to Ofsted's surveys for pupils and staff.

Inspection team

Kate Bowker, lead inspector

His Majesty's Inspector

Charlotte Oles

His Majesty's Inspector

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