

# Inspection of All Saints Catholic College

Bradley Bar, Huddersfield, West Yorkshire HD2 2JT

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Inspection dates: 2 and 3 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

Pupils at All Saints Catholic College enjoy their learning and feel safe and happy. This is because leaders have worked extremely hard to create an inclusive school. Leaders, including those responsible for governance, have a clear vision for the school. They have introduced lots of new strategies to help the school improve. These are mostly working. Some of the strategies, such as in reading and literacy, need further work to start showing impact. In classrooms and in social times, behaviour is good. Pupils treat one another with respect and talk positively about the relationships that they have with adults. Teachers plan lessons for pupils that are engaging and promote a greater understanding of the world around them.

The curriculum ensures that pupils are taught to appreciate the views of others. For example, the art and design curriculum helps to teach pupils about the work of a diverse range of artists from different backgrounds that are represented in school. Pupils are given lots of chances to take part in after school activities. Many pupils take advantage of these opportunities.

Pupils say that bullying is rare. They know the adults that they should go to if they are worried or concerned. However, some pupils say that they do not report bullying every time because they are concerned it will not be dealt with properly.

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

Leaders have created a curriculum that is ambitious for all pupils. The curriculum is well sequenced and helps pupils to learn the key knowledge and skills that they need to make progress in their learning. Most teachers deliver lessons that allow pupils to acquire the knowledge and skills that they need to reach the end points of the curriculum. This is not true in all subjects. In some subjects, teachers do not check understanding in a way that helps them to know what the gaps are in pupils' knowledge and skills. Teachers do not consistently give pupils swift and helpful feedback about how to improve their work or what they have misunderstood. This is especially true for those pupils with special educational needs and/or disabilities (SEND).

Leaders have trained teachers effectively so that they have good subject knowledge. Teachers are positive about their professional development. They use this training and the opportunities to work with other teachers to plan effective lessons. Teachers model what pupils need to do clearly and then allow pupils to talk about what they know. For example, in science, teachers show pupils how stem cell therapy works so that they can discuss the moral dilemmas it can cause.

Leaders identify pupils with SEND effectively and know the pupils very well. They provide staff with comprehensive information to help pupils with SEND. Staff generally use this information well to support pupils effectively. Teachers adapt their plans to support pupils with SEND. This helps pupils to know more and remember

more. The checks that teachers make on what pupils with SEND have learned are less consistent.

Pupils attending the school come from a wide range of diverse cultural, ethnic and socio-economic backgrounds. The personal, social, health and economic education for all year groups ensures that pupils learn about and respect cultural influences. There are a range of events that support diversity. Pupils talk about the integrated culture of the school and the respect that they have for one another. Pupils are given good careers advice and guidance. Leaders are rightly proud of how well the school's Catholic ethos is understood by pupils.

Leaders have worked hard to improve behaviour and attendance. Suspensions have decreased significantly and are used appropriately. Attendance is almost back to the level it was before the COVID-19 pandemic, and leaders are forensic in their approach to tracking pupils who are missing school.

Leaders have introduced new strategies for helping all pupils to read and communicate effectively. Teachers have begun to use these strategies well. However, these plans are at their early stages. Pupils do not get enough opportunity to read for pleasure or debate in classes. Some pupils still lack the important literacy skills that they need.

Those responsible for governance are focused on school improvement. They are heavily involved in the life of the school and have a good understanding of the school's strengths and areas for development. They help leaders to take account of staff workload and well-being, and regularly survey parents to ensure that they are listened to.

## **Safeguarding**

The arrangements for safeguarding are effective.

The approach to safeguarding from leaders and staff is exemplary. The safeguarding leads are very knowledgeable about the risks that pupils face. They keep comprehensive records. Recent tensions in the community have been very well dealt with by the team. Staff are regularly trained and know how to identify pupils who are in danger of harm. Staff record concerns well. Leaders act upon these concerns quickly and effectively.

Governors take safeguarding responsibilities seriously. They visit school regularly to assure themselves of leaders' work in this area. Safeguarding is recorded meticulously at governing body meetings.

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

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

- In some subjects, teachers do not give feedback on pupils' understanding of important skills and knowledge quickly enough, especially for pupils with SEND. This means that some pupils are not sure what gaps they have in their skills and knowledge, and so struggle to reach the next point in their learning effectively. Leaders should make sure that teachers give feedback to pupils so that they know the gaps in their learning in all subjects and can act upon them.
- Teachers do not focus enough on developing pupils' spoken language. This means that pupils skills are underdeveloped and they are not being given opportunities to express themselves. Leaders should prioritise the reading and literacy strategies so that pupils are given more opportunity to develop their oracy and debating skills.
- Some pupils do not report bullying concerns as they do not think that leaders will take it seriously enough on every occasion. This means that incidents of bullying can very occasionally go unreported. Leaders should review their bullying policy and procedures to ensure that all incidents of bullying are picked up effectively and the personal development curriculum is responsive to any bullying issues that arise.

## 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>	107782
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10240461
<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>	899
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tim Atkinson
<b>Principal</b>	Karen Colligan
<b>Website</b>	<a href="http://www.aschc.com">www.aschc.com</a>
<b>Date of previous inspection</b>	20 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses two alternative providers that are both registered.
- This is a Catholic secondary school. The school's most recent section 48 inspection took place in 2018.
- The principal took up post on 2018.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in the following subjects: English, geography, science, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to some pupils about their learning, spoke to teachers and looked at samples of pupils' work.
- Inspectors met with some governors, a representative from Kirklees local authority, the principal and senior leaders. They spoke to teaching and support staff.
- Inspectors also spoke to leaders responsible for SEND provision and personal development across the school. They spoke to leaders responsible for behaviour and attitudes.
- Inspectors spoke to staff with responsibility for safeguarding, and checked records and procedures for keeping children safe. They spoke with staff and pupils about the culture of safeguarding in the school.
- Inspectors took account of the views of parents, staff and pupils through surveys, including Ofsted's Parent View survey.

### **Inspection team**

Marc Doyle, lead inspector	Ofsted Inspector
Nicky Crum	Ofsted Inspector
Erica Hiorns	Ofsted Inspector
Nick Horn	Ofsted Inspector

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