

Inspection of a good school: All Saints' Roman Catholic High School, a Voluntary Academy

Haslingden Road, Rawtenstall, Rossendale, Lancashire BB4 6SJ

Inspection dates:

7 and 8 December 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils value the positive relationships that they have with staff. Pupils appreciate the work that leaders have done to raise standards of behaviour at this school. Lessons are calm and pupils work well together. During social times, pupils are friendly towards each other, and they enjoy respectful conversations with adults.

Pupils feel happy and safe. They benefit from the support of a large team of suitably trained staff. Bullying is not tolerated. Leaders take effective action to deal with any incidents of bullying that occur. Pupils learn about the protected characteristics. They told inspectors that differences between people are respected at this school.

Leaders have high expectations of pupils' achievement. However, leaders have not ensured that all pupils learn the key stage 3 curriculum in sufficient depth. Added to this, the attendance of some pupils is too low. As a result, some pupils do not achieve as well as they should.

Pupils access a wide range of activities to support their wider development, including opportunities for sports and music. They have developed strong links with the local community and they enjoy raising money for charities. Many pupils perform at events such as the school show, which is well supported by local families.

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

Leaders are aspirational for all pupils. To reflect their aspirations, they are in the process of designing a suitably ambitious curriculum at key stage 3. In some curriculum areas,

leaders have carefully considered the key concepts that pupils should learn and the order in which these concepts should be taught. However, in other subjects, leaders' work to improve the curriculum is at an earlier stage. As a result, teachers are less clear about what content to teach and when they should teach it. Pupils learn less well in these subjects.

At key stage 4, pupils can choose to study a range of academic and vocational courses. Some pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, do not achieve as well as they should. This is because they have not secured a firm foundation of knowledge by the end of key stage 3. This means that some pupils are not fully prepared for the demands of key stage 4.

Mostly, teachers use a range of strategies to check on what pupils know and remember. Teachers are working successfully to help pupils to address gaps in their prior learning.

Leaders have strengthened the provision for pupils with SEND. They identify the additional needs of pupils with SEND quickly and accurately. Leaders are increasingly providing teachers with detailed information about the needs of these pupils. This is helping teachers to successfully adapt the delivery of the curriculum for pupils with SEND. However, pupils with SEND are subject to the same curriculum weaknesses as their peers.

Leaders are at the early stages of putting in place the help that some pupils need to develop their reading knowledge. As a result, some pupils who have fallen behind do not get the help that they need to improve their knowledge of phonics or their reading fluency. This affects how well these pupils access the wider curriculum.

Leaders have recently expanded the size of the pastoral team. Regular communication between staff, parents and carers, and pupils is having a positive impact on the small number of pupils who need help to learn to manage their own behaviour. For the most part, pupils can concentrate in their lessons without being disrupted.

Leaders have begun to secure improvements in the rates of attendance of some pupils. However, some other pupils do not attend school as regularly as they should.

Pupils appreciate the rewards that they are given in recognition of their achievements. Through the comprehensive personal, social and health education programme, pupils learn about tolerance and the importance of caring for others. Pupils benefit from an extensive programme of careers education. This helps them to make informed decisions about their futures.

Trustees, governors and school leaders know the school well. Staff are appreciative of the thought that leaders give to their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive up-to-date information and safeguarding training about the local and national risks that pupils may face. Staff know how to spot the signs that a pupil may be at risk of harm. They report any concerns that they have about a pupil's welfare diligently. Staff take swift and effective action to support pupils and their families, when necessary. Leaders work closely with external agencies to secure timely and appropriate help for pupils.

Leaders ensure that pupils know about the range of risks in society. This includes the signs of healthy and unhealthy relationships, sexual harassment and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not designed a suitably ambitious key stage 3 curriculum. This means that some pupils are not prepared well enough for the demands of key stage 4. Leaders should ensure that the key stage 3 curriculum in these subjects is well designed so that pupils can learn well.
- Some pupils are behind with their reading knowledge. This hinders how well these pupils learn. Leaders should ensure that they provide these pupils with the support that they need to improve their confidence and fluency in reading. This is so that these pupils can access the wider curriculum.
- Some pupils do not attend school as regularly as they should. These pupils miss out on important learning, and some develop gaps in their knowledge and understanding. Leaders should ensure that they improve the rates of attendance of these pupils so that they learn as well as they could.

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 first ungraded inspection since we judged the predecessor school, All Saints' Roman Catholic High School, to be good in February 2016.

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	147565
Local authority	Lancashire
Inspection number	10259436
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	Board of trustees
Chair of trust	Angela Ager
Headteacher	Brian McNally Xavier Bowers (executive headteacher)
Website	www.allsaintshigh.lancs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- All Saints' Roman Catholic High School, a Voluntary Academy, converted to become an academy school in February 2020. When its predecessor school, All Saints' Roman Catholic High School, Rossendale, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Romero Catholic Academy trust.
- The school is part of the Archdiocese of Salford. The predecessor school's last section 48 inspection took place in November 2016.
- The school uses three registered alternative providers for a small number of pupils.

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 held meetings with the director of education for the diocese, the chief executive officer of the multi-academy trust, members of the local governing body and a representative of the local authority.
- Inspectors also met with the executive headteacher, headteacher, other senior leaders, subject leaders, reading leaders, the special educational needs coordinator and a range of support staff.
- Inspectors carried out deep dives in English, mathematics and music. They visited a sample of lessons in these subjects, discussed the curriculum with subject leaders, reviewed pupils' work and held discussions with teachers and pupils.
- Inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. Inspectors also observed pupils' behaviour during lessons, tutor time and at breaktimes.
- Inspectors reviewed a wide range of documentary evidence, including leaders' improvement plans and self-evaluation.
- An inspector looked at safeguarding policies and reviewed leaders' records of checks on the suitability of staff and governors. They met with the leaders who have overall responsibility for safeguarding. Inspectors spoke with staff and pupils about leaders' work to keep pupils safe.
- Inspectors considered the responses to Ofsted's online survey for staff and Ofsted's online survey for pupils. Inspectors also considered the responses to Ofsted Parent View. This included some free-text responses.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Alan Hammersley

Ofsted Inspector

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