

# Inspection of an outstanding school: All Saints RC School

Mill Mount Lane, York, North Yorkshire YO24 1BJ

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Inspection dates:

7 and 8 March 2023

## Outcome

There has been no change to this school's overall judgement of outstanding 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 next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Pupils at All Saints RC school are happy and safe. They enjoy school and feel part of a caring and supportive community.

Leaders place pupils' well-being and development at the heart of their decision-making. There are positive relationships between pupils and teachers, based on mutual respect. Pupils act with kindness and consideration towards one another and adults. They are polite and welcoming to visitors. Discriminatory behaviour of any form is not tolerated. Bullying is extremely rare, but if it does happen, pupils are confident that leaders will deal with it quickly.

Pupils behave very well. They listen to teachers, are attentive and are keen to learn in lessons. The atmosphere at the upper school site is professional and business-like. Leaders are ambitious for all pupils to achieve their very best. Pupils study a broad curriculum so that they are well prepared for the next steps in their education. This is complemented by a wide range of enrichment opportunities, such as poetry workshops and the York Book Award. Pupils, including those in the sixth form, are encouraged to take on leadership roles, for example leading the equality and diversity club or supporting younger pupils in lessons.

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

Leaders have considered the knowledge and skills that pupils need for key stages 4 and 5. They have used this to plan the curriculum from Year 7 to Year 13.

In most subjects, leaders have identified the key components that pupils need to learn so that they develop a rich and deep knowledge of subjects. For example, in science, leaders have carefully sequenced pupils' learning so that they build a strong understanding of

how scientists work, as well as core scientific knowledge. In mathematics, leaders have considered the knowledge that pupils need to support their learning in other subjects, such as science. However, this is not the case in all subjects. In some subjects in the wider curriculum, there is more work to do to identify precisely the core knowledge that pupils need to learn.

Teachers have strong subject knowledge and present new information clearly. There is a school-wide focus on literacy and subject-specific terminology. Leaders have provided teachers with guidance on teaching methods. However, in some subjects, the implementation of the curriculum does not help pupils to remember the key knowledge they have been taught.

Teachers know the pupils extremely well. Leaders provide detailed information about the individual needs of pupils with special educational needs and/or disabilities. Teachers use this information effectively to provide support. For example, they make subtle adaptations to instructions and frequent checks on understanding so that all pupils access the same ambitious curriculum. The weakest readers receive individual support to help them become more confident readers. Furthermore, pupils take part in a range of activities throughout the year to celebrate the pleasure of reading.

The proportion of pupils in key stage 4 who study the English Baccalaureate (EBacc), a challenging suite of subjects including a language, is low. Leaders have started to put actions in place to encourage more pupils to study the EBacc. Overall, pupils' achievement, including those in the sixth form, is exceptionally high. Leaders are aware that the achievement of disadvantaged students is not as strong and are determined to improve this.

Leaders promote strong moral and social awareness through the personal development curriculum. Staff and pupils appreciate the 'values-driven' ethos of the school, with many opportunities for spiritual and moral reflection. Pupils value the information and guidance they receive on relationships, how to stay safe online and careers. In the sixth form, pupils benefit from age-appropriate guidance on how to lead a healthy lifestyle. Sixth-form students are exemplary role models for younger pupils. For example, they take part in volunteering schemes to help refugees and recently led a prayer chain for peace.

Staff feel well supported by leaders. They benefit from professional development tailored to their specific role in school. Leaders are considerate of staff's workload, and staff enjoy working at the school. Governors have a sound understanding of the school's strengths and weaknesses. They provide effective challenge and support for leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a comprehensive understanding of the local context and the risks that pupils may face. They use this knowledge to adjust the personal, social, health and economic education curriculum to address any emerging risks faced by pupils. Leaders are proactive in working with external agencies where appropriate.

Leaders check the suitability of staff working with pupils. Regular training takes place to ensure staff know how to report concerns about a pupil's well-being. Governors are knowledgeable and exercise clear oversight of safeguarding arrangements.

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

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

- In some subjects, leaders have not identified and sequenced the most important knowledge pupils need to learn. This means, that in some subjects, pupils' knowledge is not as detailed as it could be. Leaders should continue to develop the curriculum in these subjects to help pupils develop a rich understanding and depth of knowledge.
- There are inconsistencies in the way that teachers implement the curriculum in some subjects. In particular, there is variation in how pupils are supported with developing long-term recall and remembering the knowledge they have studied. This means that some pupils do not always remember the important knowledge they need for future learning. Leaders should ensure that implementation of the curriculum enables pupils to retain important knowledge.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 school to be outstanding in June 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

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|---|---|
| <b>Unique reference number</b>                    | 121720  |
| <b>Local authority</b>                            | York  |
| <b>Inspection number</b>                          | 10240501  |
| <b>Type of school</b>                             | Secondary   |
| <b>School category</b>                            | Voluntary aided   |
| <b>Age range of pupils</b>                        | 11 to 18  |
| <b>Gender of pupils</b>                           | Mixed   |
| <b>Gender of pupils in sixth-form provision</b>   | Mixed   |
| <b>Number of pupils on the school roll</b>        | 1,411   |
| <b>Of which, number on roll in the sixth form</b> | 462   |
| <b>Appropriate authority</b>                      | The governing body  |
| <b>Chair of governing body</b>                    | Huw Kane  |
| <b>Headteacher</b>                                | Sharon Keelan-Beardsley   |
| <b>Website</b>                                    | <a href="https://www.allsaints.york.sch.uk">https://www.allsaints.york.sch.uk</a>   |
| <b>Dates of previous inspection</b>               | 21 to 23 June 2016 under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act. |

## Information about this school

- The school is a larger than average size secondary school.
- The school is a Roman Catholic school and is part of the Diocese of Middlesbrough. The school's most recent section 48 inspection, for schools of a religious character, took place in June 2022.
- A small number of pupils attend alternative provision at two registered providers and two unregistered providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement 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 met with the executive headteacher, the head of school and other senior leaders, subject leaders and the special educational needs coordinator.
- The lead inspector met with governors.
- Inspectors carried out deep dives in science, history, mathematics, and design and technology. 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.
- The lead inspector met with leaders who have overall responsibility for safeguarding, looked at safeguarding policies and reviewed leaders' records of checks on the suitability of adults working with pupils. Inspectors also spoke with staff and pupils about leaders' work to keep pupils safe.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted's online questionnaires for parents, pupils and staff.
- Inspectors spoke to staff about their workload and well-being.

## Inspection team

Kate Morris, lead inspector

Ofsted Inspector

Steve Wren

His Majesty's Inspector

Christine Durand

Ofsted Inspector

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