

Inspection of a good school: All Saints Catholic College

Birch Lane, Dukinfield, Cheshire SK16 5AP

Inspection dates:

20 and 21 September 2023

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.

The headteacher of this school is Natalie Gilligan. This school is part of Corpus Christi Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sacha Humphries, and overseen by a board of directors, chaired by Nicholas Johnson.

What is it like to attend this school?

Pupils have a strong voice in this school. Staff consult pupils and value their opinions. For example, changes were made to the uniform at pupils' request. This helps them to feel happy in school.

Lessons begin with the school mantra. This reminds pupils to be ready for their learning and to prepare to be inspired. Most pupils respond well to this. They know that the school wants the best for them. In the main, pupils are respectful and attentive. Typically, they conduct themselves well both in lessons and as they move around the school building.

Pupils are proud to take on roles which enable them to help others. Anti-bullying ambassadors wear badges so that their peers know who they can confide in. Pupils who participate in the Duke of Edinburgh's Award volunteer in the community.

The school prioritises raising pupils' aspirations and developing their awareness of the wider world. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). However, weaknesses in the curriculum have meant that some pupils do not achieve as well as they should. Recently, the trust has supported the school to evaluate the quality of education that pupils experience. The school has begun to make the improvements needed. There is a clear understanding of what still needs to be done.

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

In some subjects, carefully designed curriculums help pupils to build their knowledge in a logical order. It is clear what pupils need to learn and by when. However, in other subjects the process of carefully identifying the essential knowledge that pupils should learn is incomplete. As a result, staff are not always sure which is the most important knowledge to emphasise. Some pupils' learning across the curriculum is uneven.

Staff are knowledgeable about their subjects. They explain new information to pupils clearly. In some subjects, staff frequently check that pupils remember what they have learned. These staff act swiftly to address gaps in pupils' knowledge. However, in other subjects, staff do not make effective use of assessment strategies. This hinders them in designing learning activities that build on what pupils already know.

The school has robust processes in place to identify pupils who find reading difficult. Well-trained staff support these pupils so that they can read with increasing accuracy and fluency.

Typically, the school is quick to identify any additional needs that pupils may have. Staff receive detailed information about those needs. However, the school has not made sure that some staff have the expertise needed to adapt the delivery of the curriculum effectively for these pupils. As a result, some pupils with SEND do not achieve as well as they should.

Recently, the school has changed its approach to dealing with unacceptable conduct. Although some parents and carers remain concerned, pupils and staff said that behaviour has improved. In the main, classrooms are calm and orderly. However, a minority of pupils struggle to regulate their behaviour. On occasion, they cause disruption to lessons and around the site. The school takes thoughtful action to support these pupils and re-engage them in their education.

The school ensures that pupils learn what they need to know to be prepared for life in modern Britain. For example, pupils learn about the importance of treating everybody equally. Pupils receive suitable careers guidance which helps them to make well-informed decisions about their next steps in education, training or employment.

Until recently, governors were not well equipped to hold the school to account. The trust has worked with governors to increase their expertise so that they can support and challenge the school effectively. All levels of leadership are now sharply focused on continuing to improve the quality of education that they provide.

The school has recently introduced new ways to involve parents in their child's learning. However, parents have mixed perceptions about how effective these are. The school knows this and is addressing these concerns.

Most staff are positive about the ways in which the school is changing. They appreciate that they are consulted before new initiatives are introduced. Staff are happy and proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school is in the process of refining the essential knowledge that pupils should learn. This makes it more difficult for staff to deliver some of the intended curriculum. The school should ensure that there is clarity around what should be taught within each subject curriculum so that pupils learn the information that they need to know.
- In some subjects, staff do not carefully check how well pupils know and remember what they have learned. This hinders staff in designing learning activities that take pupils' starting points into account. The school should ensure that its assessment strategies are well matched to the intent of the curriculum, so that staff can accurately identify where pupils need to revisit previous learning.
- Some staff do not use the information that they are given about pupils with SEND to adapt the delivery of the curriculum effectively. This means that some pupils with SEND do not achieve as highly as they could. The school should continue to improve how well staff meet the needs of these pupils.

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 school to be good in July 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139735
Local authority	Tameside
Inspection number	10286276
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	810
Appropriate authority	Board of directors
Chair of board of directors	Nicholas Johnson
CEO of the trust	Sacha Humphries
Headteacher	Natalie Gilligan
Website	www.allsaintscatholiccollege.com
Dates of previous inspection	12 and 13 July 2018, under section 5 of the Education Act 2005

Information about this school

- This academy school joined the Corpus Christi Catholic Academy Trust in December 2022. Previously, it was the only school in the St Anselm's Catholic Academy Trust.
- The headteacher has been in place since the start of September 2023. She had been the acting headteacher since April 2023.
- This is a Roman Catholic school in the Diocese of Shrewsbury. The school's last section 48 inspection took place in October 2021. The next section 48 inspection is due to take place in 2025.
- The school uses one registered alternative provider for a very small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other leaders and staff.
- Inspectors met with representatives of both the trust and the local governing body.
- An inspector met with a representative of the Diocese of Shrewsbury and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning. An inspector also spoke to leaders about the curriculum in other subjects.
- 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.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses shared through Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for pupils and staff.
- The inspectors reviewed a wide range of evidence, including the school's self-evaluation documents.

Inspection team

Sally Rix, lead inspector

His Majesty's Inspector

Craig Yates

Ofsted Inspector

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