



# All Saints RC Comprehensive School

Inspection Report

**Unique Reference Number** 122900  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281371  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Mrs. Pam Haezewindt LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Broomhill Lane
<b>School category</b>	Voluntary aided		NG19 6BW
<b>Age range of pupils</b>	11 to 18		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623474700
<b>Number on roll</b>	1119	<b>Fax number</b>	01623471118
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father.Frank Higgins
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr. Ken Daly

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 16 November 2005 - 17 November 2005	<b>Inspection number</b> 281371
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors for schools and four Additional Inspectors.

## Description of the school

All Saints' RC Comprehensive School is a larger than average sized comprehensive school with a slightly smaller than average sixth form. It is situated to the north of Mansfield and as well as students from the locality it takes some from the small towns of Ollerton, Newark, Sutton in Ashfield, Kirkby in Ashfield, and Worksop, as well as from Shirebrook in Derbyshire. The large majority of students are of White ethnic origin. A very small number of students are from minority ethnic backgrounds including Chinese and Indian. Students enter the school with standards that are just above the national average. The school has a much lower than average number of students eligible for free school meals and a lower than average number who have special educational needs. The school became a joint specialist college for performing arts in September 2002.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school and inspectors agree that the school's effectiveness is satisfactory and that the school gives satisfactory value for money. There is a good ethos. The school cares for its students well and provides good support and guidance for them. It enables them to grow up into mature, articulate young adults. Standards, teaching and the curriculum are satisfactory. The curriculum is not as well balanced as it could be and the statutory requirement for information and communication technology (ICT) for students in Years 10 and 11 is not met. Attendance in Years 7 to 11 is not good enough. Until recently the school had not done enough to put into place measures to drive up academic standards and ensure that all students reached their potential. Severe staffing difficulties have been a significant barrier to raising standards. They have resulted in much time being spent troubleshooting and 'keeping the ship afloat'. However, the school has recognised the need to move very quickly to redress the situation and in the past year has managed to make appointments and restructure staffing so that it can implement its strategies for improvement. The school's self evaluation shows that the school knows itself well and this has enabled it to put good measures in place. Because these are at an early stage, they have not yet had a significant impact on students' achievement. The school has the capacity to improve. Whilst standards have not improved since the last inspection, other improvements have been made including significant improvements to accommodation, improvement in resources, the successful development of the performing arts college, a recently improved staffing structure and a demonstrable capacity for self review.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

Inspectors agree with the school that the effectiveness and efficiency of the sixth form are satisfactory. Students achieve well enough to reach average standards on advanced courses. Many achieve well and continue into higher education successfully. Teaching and learning are good. The curriculum gives students a good range of advanced courses, but opportunities below this level are lacking. Students' personal development is good, and they say they enjoy being in the sixth form. Few discontinue the courses they begin. However, a few sixth formers' attendance is unsatisfactory. Sixth form students make a good contribution to the lower school. Their mature attitudes and very responsible behaviour in school are influential examples for younger students. Students receive good care, support and guidance, which enable them to make informed choices of careers and higher education. External links are satisfactory overall. Many students benefit from Young Enterprise activities. Leadership and management are satisfactory. Although much improved, the accommodation for private study and for students' social use is insufficient for the numbers of students. The sixth form gives satisfactory value for money.

## **What the school should do to improve further**

- Leadership and management at all levels, including governors, must ensure that the measures they are putting in place to raise all students' achievement become embedded, further developed, and are rigorously monitored and evaluated. - The school should ensure that the curriculum meets statutory requirements with regard to ICT in Years 10 and 11, and that the balance of the curriculum is improved, especially the time given to physical education (PE). - Improve attendance.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory. Progress throughout the school, when taking into account all contextual factors is just satisfactory. In 2004, results in the National Curriculum tests at the end of Year 9 were just above national averages overall. Students achieved better results in English than they did in mathematics and science where some students did not make enough progress. Standards reached in GCSE examination results were close to the national average. In 2005, standards declined at the end of both Year 9 and Year 11 and the school's targets were not met. Since the last inspection there have been severe staffing problems and standards, which were then well above average at the end of Year 11, have declined. They have been maintained in drama and music, which is largely due to the impact of the school's performing arts status, but they have not improved sufficiently in French and mathematics. Whilst the achievement of most students, including those who have learning difficulties, is satisfactory, lower ability boys do not make enough progress. Although the improvement in test results at the end of Year 9 over the past five years has matched improvement nationally, GCSE results have declined in comparison with national results. Lessons observed by inspectors indicate that most students are now making progress that is at least satisfactory and often good. Sixth form students reached average standards in advanced courses in 2004. In 2005 results were of a similar standard. Students' achievement in relation to their previous attainment at GCSE was satisfactory.

## **Personal development and well-being**

### **Grade: 2**

Students' personal development is good. They have positive attitudes in lessons, and enjoy learning when teaching is good. However, some do not attend regularly enough. Students behave well in class as well as when they are less directly supervised around the school. Exclusions are below average. Relationships are very good. Students feel safe and say there is very little bullying. They are increasingly aware of the need to follow a healthy lifestyle, and know how to do so. Many take advantage of extra-curricular opportunities for sport and physical recreation, but limited time on the timetable for physical education restricts their development. Students make the most of work experience and many follow vocational courses. They enhance their basic, work-related skills effectively in English, but not so effectively in mathematics and

ICT. Currently there is no established school's council in the main school, restricting opportunities for consultation with students and enabling them to contribute to change. However, good plans for a 'student forum' are now in hand. Students' spiritual, moral, social and cultural development is good. Their spiritual development is a school priority and students from all backgrounds gain much from the school's strong ethos as a 'faith community'. For example, many take up the valuable opportunity to go on retreat and gain a lot from it. A typical comment about this experience was, 'I gained new friends and learned much more about myself.' Students' cultural and social development is especially enhanced by the performing arts. Students particularly enjoy the focus on drama, dance and music that the performing arts status has brought the school. For example, one Year 7 student said that these open, active lessons and activities 'help you to show your feelings and your real self.' Students give performances in local primary schools and many contribute to local parish communities. Sixth form students contribute actively to support the lower school community. For example, they act as mentors to younger students, and are good role models.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

The quality of teaching and learning overall is satisfactory in the main school and good in the sixth form. Inspectors' judgements of teaching closely match those of the school's leadership team in their own observation of lessons. In the majority of lessons, teaching leads to at least sound learning and students make satisfactory progress. In good lessons students are engaged by challenging and interesting teaching, pitched at the right level for all learners, which enables them to make good progress. These lessons are well planned and have clear learning outcomes which students are aware of. These help students to make progress and the teacher to assess their progress. In some, more pedestrian lessons students are talked to for long periods rather than being engaged in discussion or activity, and they become bored. Students with additional needs benefit from the high quality support of teaching assistants. All students studying drama now have specialist teaching. The use of ICT to enhance learning, an issue in the last inspection, continues to be underdeveloped. The school is working to further improve the quality of teaching and has recently introduced a number of measures aimed at improvement. There is a clear policy on assessment, recording and reporting of students' progress. Assessment is completed by all departments against common tasks and this information is used to inform future targets. Teachers have started to use this information to help them plan teaching to meet the needs of individuals. However, there is some way to go before this is fully embedded across the school. The quality of marking varies too much. In the best marking, detailed feedback is provided which gives an accurate grade and provides clear guidance on what the student needs to do to make progress. In contrast some marking is infrequent and little comment is provided to aid improvement.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It meets National Curriculum requirements with the exception of ICT provision for all students in Years 10 and 11. Provision is not as balanced as it could be and time for PE is limited. Students commented particularly that they would like more time for PE. The school's performing arts status has expanded the range of subjects at ages 11 to 13 and has had a beneficial effect on raising the students' confidence and self-esteem. There are sound academic and vocational routes at age 14 onwards although there is scope for greater flexibility in the way in which students choose these. There is a good range of extra-curricular activities available in which many students participate enthusiastically. Drama, music and sport are all strong although the lack of indoor accommodation for physical education imposes constraints in bad weather.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support provided by the school is good. There is a strong ethos and good relationships between members of the schools' community. There are effective systems to enable the students new to the school to settle in quickly. The school provides comprehensive advice about Key Stage 4 and Sixth Form subject choices and options. Students receive useful information about a range of education, training and employment opportunities ready for when they leave school. Throughout the school, the support for students with learning difficulties and / or disabilities is good. Those who attend the Learning Support Centre are very well supported in the development of learning skills. Students meet regularly with their personal tutors to set and review targets for improvement and the quality of the assessment information has much improved since the last inspection. Parents receive two written reports and an invitation to a meeting with teaching staff each year. However, a small proportion of parents feel that they are not kept well enough informed about their children's progress. There are satisfactory arrangements for ensuring the health and safety of staff and students. The school's attention has been drawn to a number of relatively minor safety issues concerning the fabric of the building. Child protection procedures meet requirements. There are effective arrangements for monitoring attendance and behaviour, and for supporting the return to school of excluded students, but attendance needs improving. There are clear procedures for dealing with bullying.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Senior leaders and governors set very clear direction for developing and maintaining the Catholic ethos of the school. The senior leadership team is now well focussed on raising academic standards, which have not been as good in recent years as they were at the time of the last inspection. This

situation is partly due to the severe staffing problems that the school has endured. It knows well what it needs to improve and how to go about it. It is putting several significant measures into place to improve teaching, learning and assessment and the curriculum, and students' achievement. These were at various stages of development at the time of the inspection. For example, monitoring and evaluating teaching and learning began a little over a year ago with training, implementation and review. The school is now poised to impose rigour into the system. Greater use of test and examination data to set targets and track students' performance is underway. Performance management has been very recently thoroughly reviewed and is being properly linked to students' progress and teachers' professional development. Curriculum review is just underway. Recent key appointments and a tighter structure to the Senior Leadership Team have driven these initiatives forward recently, supported by a broader management team with delegated responsibilities. All staff are committed to the school's quest for improvement and doing its best for all learners, and they are purposeful in going about it. Governors are supportive of the headteacher. They work very hard to maintain the ethos of the school, and have been instrumental in making the new appointments. They recognise that a focus on the more academic side of the school is now very necessary and that they must play an increased role in this. The school has done well to achieve what it has in terms of the improvements to accommodation since the last inspection given its funding, even taking into account its performing arts status which has helped significantly. There are still improvements needed for many classrooms. Most resources are sufficiently well deployed and the school gives satisfactory value for money. Links with other services to support learners are good. However, a significant minority of parents feel that it is not always easy to communicate with the school. Leadership and management provide the school with satisfactory capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	2
The behaviour of learners	2	1
The attendance of learners	4	3
How well learners enjoy their education	3	2
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	3
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	3
How effectively and efficiently resources are deployed to achieve value for money	3	3
The extent to which governors and other supervisory boards discharge their responsibilities	3	3
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

On behalf of the inspectors and myself who visited your school on the 16th and 17th November I should like to thank you for being so welcoming. You not only helped us to find our way around the school and described it to us well, but answered questions very maturely and gave your views willingly. We very much enjoyed visiting All Saints'. This is what we found out about your school. - Staff at the school care for you well, give good guidance and help you to develop into mature young people. - Almost all of you behave well in lessons and around the school. - The progress you make and your results in tests and examinations are satisfactory. - There have been a lot of difficulties with getting enough teachers and teachers being absent in recent years. This has affected the standards and progress you have made. This situation is now much improved. - You have good attitudes to learning and want to do well. A few of you do not attend school as often as you could and that affects your progress. - There is a mixture of lessons from really interesting, active ones, where you can discuss things if this is appropriate, to less interesting ones where you are not encouraged to take part actively in the lesson and do not learn as much. - Your headteacher and school leaders have measures in place to improve your school. - Your 'Student Forum' in the lower school has just been re-instated with very good plans for its development. This should benefit you very much as your views are an important part of developing the school. - There is a good range of out of school activities and being a performing arts college has provided you with very good opportunities for development in this area, which many of you take up. - As you said yourselves, despite improvements to accommodation such as the new science and arts blocks, there is still much to do to improve it in some areas of the school. We have asked your school to make absolutely sure that you all make as much progress as you possibly can and to make regular checks so that this happens. We also want the school to make sure all of you get opportunities to develop your ICT skills further in Years 10 and 11 and that the curriculum is more balanced. Lastly, we should like attendance to improve. Once again, thank you for your welcome to All Saints' and best wishes for your future.