



# All Hallows RC Business and Enterprise College

Inspection Report

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**Unique Reference Number** 131512  
**Local Authority** Salford  
**Inspection number** 293772  
**Inspection dates** 10–11 January 2007  
**Reporting inspector** John Dunne

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Weaste Lane
<b>School category</b>	Voluntary aided		Salford
<b>Age range of pupils</b>	11–16		Gt Manchester M5 5JH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 7364117
<b>Number on roll (school)</b>	500	<b>Fax number</b>	0161 7372066
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs F McAvoy
		<b>Headteacher</b>	Mr S Almond
<b>Date of previous school inspection</b>	12 November 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	10–11 January 2007	293772

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a smaller than average secondary school which became a business and enterprise college in 2005. It serves inner city and surrounding districts of Salford. The proportion of students eligible for free school meals is nearly three times the national average, reflecting the high levels of social and economic disadvantage in the area. About 90% of students are of White British heritage. The proportion of students from minority ethnic groups is greater than at the time of the last inspection and is growing. Some of these students are at an early stage of learning English.

The proportion of students identified as having learning difficulties and/or disabilities, including those with a statement of special educational need, is lower than the national average.

The school has achieved a number of awards. These include: Healthy Schools Standard, Healthy Futures Gold Award, Healthy Schools Status and Sportsmark. The school is part of the government's Excellence in Cities initiative.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is a caring and harmonious school where students, many of whom are from disadvantaged backgrounds, achieve very well indeed. The school has successfully built on the good education it was providing at the time of the last inspection and now provides an outstanding education for its students and excellent value for money. The headteacher's leadership and vision are central to the school's success. Staff share the headteacher's high ambitions for the students. They work together as a highly committed and united team. They ensure that students have all the support they need and, as a result, students of all abilities and aptitudes make excellent progress.

When students join the school at 11 years of age, their standards of knowledge, understanding and personal development, are well below those of most youngsters of their age. Those who enter with low levels of literacy receive high quality, additional support from staff in the curriculum access unit. Students who have learning or behavioural problems, including those from difficult home backgrounds, receive a similar level of support from staff in the learning support centre and the seclusion unit. All students make exceptional progress throughout Key Stage 3 in mathematics and science. They make very good progress in English.

The curriculum is good with some particular strengths. For example, the range of courses offered to students in Year 10 is outstanding, particularly for a small school. Students can choose from large number of GCSE and work-related courses which match their abilities and interests. Students enjoy their lessons and have good attitudes to learning. An increasing proportion of students progress to further education and training, significantly improving their chances of future economic well-being.

Students' behaviour is exemplary in lessons and around the school. Relationships between adults and students are very good. Good teaching and very effective support enables all students to achieve well. The quality of teachers' marking of students' work is satisfactory, but it is not consistent. There are examples of very good marking in art and information and communication technology (ICT), where students are closely involved in the assessment of their work. Students' personal development is outstanding. They become confident and responsible young citizens, aware of what they need to do to stay safe and be healthy, who contribute to the life of the school and beyond. However, their understanding of life in a multicultural society is a weaker element within this very positive aspect of their development.

Governors share the vision of the headteacher. They too are committed to the school's aim of developing every individual student to achieve the very best that they can. They are well informed about the school and the areas where it needs to improve further. Managers at all levels constantly review the school's strengths and areas for development and they hold an accurate view of these. For example, they have already identified the need to track students' progress more closely, building on the excellent practice within the mathematics department.

The majority of parents are appreciative of the efforts that the school makes on their children's behalf. A minority feels that the school should do more to take account of parents' views about their children's education.

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

- Improve the marking of students' work.
- Track students' progress more rigorously.
- Prepare students better for a life in multicultural society.

## **Achievement and standards**

### **Grade: 1**

Students' achievement is outstanding. When students join the school their levels of attainment are well below those nationally. Although standards at Key Stage 3 are below average, they have been steadily improving since the last inspection. In the 2005 end-of-Key Stage 3 national tests, students' achievements placed them in the top 2% in the country. The 2006 results indicate that similar levels of achievement have been sustained. The percentage achieving five good grades at GCSE including English and mathematics was close to the national average in 2006. This represents outstanding progress for these students. Students who are not academically inclined achieve very well in the many vocational courses offered. There has been a steady increase in the percentage of students successfully progressing into further education.

Students with learning difficulties and/or disabilities also make outstanding progress. Students from minority ethnic backgrounds achieve equally as well as their White British counterparts.

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

### **Grade: 1**

Students' personal development and well-being are outstanding. Relationships between students and staff are extremely good. Students' behaviour in lessons, in corridors and around school is excellent. Very few students have been excluded in recent years. Students have first-rate attitudes towards learning. Their social, moral and cultural understanding are very good overall, and the school's strong Catholic ethos promotes excellent spiritual development. However, within this strong aspect of students' achievement, their cultural awareness of life in multicultural Britain is less well developed.

Students lead healthy lifestyles: the school has received a number of awards which recognise students' significant achievements in this area.

Students have a strong sense of responsibility for others. The school has a clear sense of community and students raise considerable sums of money for charities. They explore social and moral issues in assemblies and use drama to communicate messages, such as the importance of protecting the environment. They take responsibility by taking on mentoring roles, voluntary work in the community and through the school

council. Through these activities they learn about their future role as good citizens. Students are aware of their personal safety and that of others. Incidents of bullying are dealt with effectively. Students are very polite and courteous to each other and to adults and this is demonstrated by how well they show regard for others as they move around the school.

Students are very well prepared for life when they leave school, through work experience in Years 10 and 11.

Although attendance is slightly below the national average, it has improved significantly in recent years, by as much as 20 percentage points for students in Year 11.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. During the inspection, nearly all lessons were of good quality and some were outstanding. No teaching was unsatisfactory. Lessons were well planned and teachers' subject knowledge and management of students was good.

Harmonious relationships between teachers and students are a very strong feature of school life. Students respond well to the high expectations of teachers and the challenging tasks they set. Teaching assistants work closely with teachers. They make a significant, positive contribution to the quality of learning, especially to the progress made by students with learning difficulties and/or disabilities. Where teaching is less effective, students do not know what to do to improve because marking of their work does not pinpoint where improvement is needed. The school sets realistic targets for its students. The tracking of students' progress is very well established in mathematics, where students achieve very highly, but it is not so well developed in other subjects.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good with some outstanding features. It meets all statutory requirements. In Key Stage 3, the curriculum is broad and balanced and, in Key Stage 4, students have the opportunity to follow a very wide range of courses that are suited to their interests and abilities. This includes many vocational opportunities which give students access to excellent facilities, for example, the school's construction centre and those provided at local colleges. This enables students to follow more personalised pathways in their studies. It contributes significantly towards their outstanding achievement.

The school uses its specialist college funding to develop enterprise activities across the curriculum. Although literacy skills remain an issue within Key Stage 3, students achieve very highly in the literacy, numeracy and ICT courses at Key Stage 4. Collectively

these activities make an outstanding contribution to students' future economic well-being.

Students make full use of the wide range of extra-curricular opportunities provided by the school. There are enrichment opportunities for the more able and talented students, including opportunities to study one subject for a whole day and for residential activities to develop students' talents, aptitudes and interests outside the classroom. For example, four students won a prestigious art competition and visited New York to display their work at the Rockefeller Institute. The Salford school sports partnership is based at the school and the school plays a key role in spreading good practice in sport. However, although partnerships with other education providers are strong, the impact of the good teaching of physical education (PE) is limited due to the poor facilities for sport and PE on the school's site.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, support and guidance is outstanding. Students thrive in this safe, secure environment.

Staff who are responsible for pastoral care, including the transition mentor, social inclusion officers and those working in the learning support centre, the seclusion unit and the curriculum access unit, demonstrate high levels of commitment to students' well-being and progress. They provide very effective academic and pastoral support to ensure that all students do well. They also work successfully with a wide range of agencies and partnerships to provide very effective additional support for students, including those with learning difficulties and/or disabilities, students for whom English is an additional language and those belonging to the Traveller community. A large number of teaching assistants work very closely with teachers to plan and teach groups of students. Students who fall behind are quickly identified and supported to get back on track.

The building and grounds are very well supervised. Health and safety arrangements including those for child protection are secure. Risk assessments are reviewed regularly.

Departments make very good use of the comprehensive academic data provided by senior managers, although tracking the progress of individual students in different subjects is developed well only in mathematics.

Good links with primary schools ensure a smooth transfer into Year 7. Because teachers have a very good understanding of students' abilities and interests, they are able to give them very good guidance in Year 9 when they are making their option choices. Similar understanding and comprehensive careers advice ensure that older students make well informed choices about what to do when they leave school.

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## Leadership and management

### Grade: 1

The headteacher and senior leadership team know their school's strengths and weaknesses particularly well. They provide outstanding leadership. The school's vision that every student should develop fully as an individual is largely realised. The senior leadership team is empowered and is a very effective team. Staff feel valued and speak warmly about the high degree of support they receive from management in their professional development and in overcoming the day-to-day difficulties they encounter. Teachers trust managers because the reasons for change are clearly explained to them and changes are focused on the benefits for students. Strong teamwork permeates the work of the school.

Management is very effective in checking how well the school is working. For example, it has identified the need to improve checks on students' progress in subjects other than mathematics.

Governors care about what happens to the students in the school. They regularly gather information and have a good understanding of where the school is successful and of those aspects where the school needs to improve further. Senior managers maintain a strong presence around school, promoting high expectations.

The school has made good progress since the last inspection and has excellent capacity to improve further.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

As you know I visited your school recently with two other inspectors to see how well you were doing. We would like to thank you for your courtesy and help during the inspection. I am writing to you to tell you what we found out about your school.

We judged that All Hallows is an outstanding school and that it is giving you the best possible foundation for success in life. We were very impressed by your good manners and excellent behaviour. We could see that you get on with your teachers and each other very well. The leadership from Mr Almond and the senior staff is outstanding. You are taught well. You get a tremendous amount of support and care from your teachers and the many other adults who work with you. As a result you make excellent progress and achieve extremely well in your Key Stage 3 tests, GCSEs and in the wide range of vocational courses that you take in Years 10 and 11. We were very pleased that so many of you take up the chance go on to college to improve your education. We would urge even more of you to do this.

There were a small number of aspects where we thought the school might do better still and help you to reach higher standards. The school should:

- check up on your progress in all your subjects more regularly
- improve the marking of your work so that you have a better understanding of what you need to do to get better
- do more to help you learn about and understand the many different cultures you will come across in your lives.

You must also play your part in making the school even better. Although attendance has improved a great deal recently, some of you still take days off when you shouldn't and others do not always try hard enough to get to school on time. These things are very important if you are to make the most of the outstanding opportunities your school is giving you and in your future working lives.

I wish you the very best for your future.