

# All Saints Roman Catholic Language College

## Inspection report

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<b>Unique Reference Number</b>	119797
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327134
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Paul Chambers HMI

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Liz Nuttall
<b>Headteacher</b>	Mr Tim Beesley
<b>Date of previous school inspection</b>	1 November 2005
<b>School address</b>	Haslingden Road Rawtenstall Rossendale Lancashire BB4 6SJ
<b>Telephone number</b>	01706 213693
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## Introduction

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

## Description of the school

All Saints is a small secondary school that serves the Roman Catholic communities of Rossendale in east Lancashire. Over 95% of the students are of White British heritage. The proportion of students with learning difficulties and/or disabilities is average but increasing, and the proportion with a statement of special educational needs is above average. Many of the most able students in the area attend a local selective grammar school. The proportion of students who are entitled to a free school meal is in line with the national average. The school has specialist status in languages and holds a number of awards, including Investors in People and the Healthy Schools award. The current headteacher has been in post since September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

All Saints provides a satisfactory standard of education. Recent improvements in a range of areas have had a clear impact on standards and there is a positive and optimistic attitude among staff and students. Standards are in line with national averages. Given that students enter the school with levels of attainment that are in line with those expected for their age, this represents satisfactory achievement. Teachers and leaders have worked hard and successfully to reduce previous underachievement, but there are still some subjects where students could and should do better.

The school is soundly led and managed and provides satisfactory value for money. It is well regarded by parents. Recent changes in leadership have had a positive impact on many aspects of the school and middle managers have become more involved in whole school evaluation and decision-making. For example, teachers have raised their expectations concerning academic achievement and this has fed through to the students. Self-evaluation is good. Senior leaders and middle managers know the school well; a rigorous system of monitoring means that they have an accurate grasp of the strengths and weaknesses of teaching, and they share a common vision for how to improve the school further. There has been good and accelerating improvement since the last inspection. All the areas for improvement have been addressed, including progress on reducing the achievement gap between boys and girls. In addition, the school has steadily reduced rates of absence among students. Development planning is well focused and the school's capacity for further improvement is good.

The quality of teaching and learning is satisfactory. The drive to improve teaching is successfully helping teachers to give more focus to students' learning in their planning and lesson evaluation. Improved teaching, together with extensive tracking systems for monitoring students' progress, are beginning to have an impact on standards, as evidenced by the modular examination results of current students in Years 10 and 11. However, this improvement is not consistent across the school, and the school rightly acknowledges the need to increase the proportion of good and outstanding lessons and to eliminate the small number of inadequate lessons.

The curriculum is satisfactory. It caters well for the needs of most groups of students, but the school is aware of the need to broaden its scope at both key stages. In particular, not all students benefit from enough opportunities to develop work-related learning, and this has an impact on their preparation for economic well-being. Care, guidance and support are satisfactory overall.

The large majority of students appreciate school and have positive attitudes to their learning, but in lessons where teaching is less motivating, a leisurely approach from some students slows their learning. Behaviour is good. The school has developed effective strategies to deal with inappropriate behaviour including an 'inclusion unit', which has helped to reduce the number of fixed term exclusions. Relationships between all members of the school community are good and an orderly atmosphere prevails.

### What the school should do to improve further

- Raise achievement in all subjects to match that in the best.
- Develop teaching further to increase the proportion of good or better lessons and promote consistently effective learning.

- Develop the curriculum further, including ensuring that all students are better prepared for their future economic well-being.

A small proportion of schools where overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are average and students' achievement is satisfactory. Students join the school with attainment that is in line with that expected for their age. By the end of Key Stage 3 standards are close to the national average. It is a similar picture at the end of Key Stage 4: in 2007 the proportion of students with five or more good passes at GCSE including English and mathematics was 39%, which was close to the national average of 46%. Unconfirmed results for 2008 in both the Key Stage 3 national tests and at GCSE indicate that standards have risen slightly from the 2007 levels. Well-founded data provided by the school suggests that these higher standards are being maintained and improved upon by current students.

The achievement of students, including those with learning difficulties and/or disabilities, is satisfactory overall, although students underachieve in a small number of subjects. Students generally meet targets that provide an adequate degree of challenge, and in some cases they meet more demanding targets. The school's targets in the specialist subjects have not always been met.

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

### **Grade: 3**

The personal development and well-being of students is satisfactory overall. Students' spiritual, moral, social and cultural development is good, with particular strengths in spiritual and moral development, and parents and carers agree. Students behave well and generally display positive attitudes to their work. Attendance levels have improved, but remain below the national average, and a greater proportion of students are persistent absentees than in similar schools nationally. Students say that they feel safe in school, knowing that where occasional bullying occurs it is dealt with quickly and effectively. A large majority of students say that they enjoy school and most of their lessons. Students understand what is required to sustain a healthy life style and many take advantage of the available healthy eating options. Large numbers of younger students and a smaller number of older students take part in sporting activities. Students can make positive contributions to the school by serving on school and house councils, acting as prefects and supporting the better reading programme, and many help to raise money for local and national charities. Students' preparation for economic well-being is satisfactory. They benefit from a planned programme of work experience, including opportunities for some to undertake their work experience in Germany. However, for many students other opportunities for developing work-related learning and enterprise education are limited. Students develop satisfactory levels of key skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and improving. Senior leaders have given a high priority to developing more teaching that challenges the students, maintains their interest, and encourages them to become more independent learners. A school-based programme for professional development has successfully broadened teachers' approaches and in many cases fired their enthusiasm. However, the training programme has yet to extend to all staff and so has not had an impact on the quality of teaching in all lessons. Teachers are enthusiastic about sharing good practice and recognise that the best teaching has a sharp focus on how well students make progress in lessons. Students know their target levels in all subjects and regard these as challenging but realistic.

In the best lessons seen, teachers displayed good subject knowledge and skilful questioning, and created a purposeful learning environment characterised by harmonious relationships with their students. Where teachers use a variety of methods and activities, the pace of learning improves and students are interested and engaged. Students make less progress when they are not clear about what they are expected to learn, and when work for different ability groups does not provide all with the appropriate level of challenge. Students who are involved in assessing their own work are better motivated to achieve their targets. Those who find learning difficult are given appropriate help and gain the confidence to tackle more complex tasks. Teaching assistants frequently play an instrumental role in helping these students gain greater independence as learners.

### Curriculum and other activities

#### Grade: 3

The curriculum meets statutory requirements and is satisfactory overall. All students study at least one foreign language as part of the school's specialist status. Curricular provision has developed in recent years and senior leaders have an accurate picture of where further changes need to be made. For example, a recent audit of how well the curriculum caters for gifted and talented students has identified how the needs of these students can be better met. Students benefit from enrichment activities, such as a recent focus week on China, and more widespread enrichment is planned. Several innovations have successfully addressed the needs of particular groups of students. For example, the English department has adapted the curriculum to include a distinctive approach to reading that is consistent in all lessons and maintains effectively the interest of boys. Programmes to meet the needs of specific groups of students through workplace learning have helped to keep these students engaged in education, but some students have only limited opportunities to develop work-related skills. Activities that reflect the Christian ethos of the school, such as the retreats at Castlerigg, not only help students to develop their teamwork but also make a wider spiritual impact.

### Care, guidance and support

#### Grade: 3

Students' care, guidance and support are satisfactory with some good features. All the required safeguarding arrangements are in place. The care and support for students, particularly those with learning difficulties and/or disabilities, are good and enhanced by appropriate links with

outside agencies. Students appreciate the care and support that they receive and they are confident that there is always someone to turn to should the need arise. Good links with primary schools help students to be well prepared for the transition into Year 7. Academic guidance is satisfactory overall. Students' long term academic progress is well monitored and tracked through formal assessments procedures. Students are aware of their target grades and review meetings are helping them to understand how to improve their academic progress. On a day-to-day basis, academic guidance is less effective because marking is inconsistent and does not always support students' learning. Students appreciate that the good advice they receive in Key Stage 4 helps them to make informed decisions, for example about post-16 pathways, although they feel that careers guidance in Year 9 is less strong.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Many strong features were seen during the inspection, but many of these have not had time to have a full impact on standards, and as a result students' achievement remains satisfactory.

Financial management is sound. The school budget is currently in deficit, and a managed plan to restore a budget balance is due to be complete by 2009. Overall the school provides satisfactory value for money. The school makes a satisfactory contribution to promoting community cohesion, for example through increasing students' understanding of the UK and global communities and promoting shared values. Governance is sound. Governors understand the school well and are playing an increasing role in supporting and challenging school leaders.

In this inclusive school, leaders promote equal opportunities through adapting the curriculum to cater for the needs of different individuals and groups, and have been successful in narrowing the achievement gap between boys and girls. However the needs of the most able students are not always met fully in the curriculum or in lessons. The school's specialist status has been effective in broadening curricular opportunities for studying languages. It has contributed to the local community through strengthening links with local primary schools and offering classes in Chinese culture, but it has had limited impact on developing teaching and learning or raising standards.

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## Annex A

**Inspection judgements**

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

**Achievement and standards**

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

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<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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 December 2008

Dear Students

Inspection of All Saints Roman Catholic Language College, Lancashire,  
BB4 6SJ

You will recall that two colleagues and I recently inspected your school. This letter is a summary of what we found. On behalf of the team I would like to thank you for sharing your thoughts about the school and showing us your work.

All Saints provides you with a satisfactory standard of education. Standards are in line with national averages and you make satisfactory progress. Recent improvements in a range of areas have had a clear impact on the standards you reach and there is a positive and optimistic attitude among you and the school's staff. The large majority of you have positive attitudes to your learning, but a small number of you could try harder. Your behaviour in lessons and around school is good. It is clear that you all get on well with each other and with your teachers.

We have identified some ways in which the school can improve. We noted that you do better in some subjects than others, so we have asked the school to make sure that you progress just as well in all your subjects. This can only happen if you receive more top quality lessons, and we have asked the school to make sure that this happens. We agree with your school's leaders that they should review the subjects that are available for you to study, and have asked them to include in this review opportunities for all of you to learn more about the world of work.

You can help the school to improve through attending regularly and encouraging your friends to do the same. You can also make sure that you take an active part in all your lessons and try your very best. I wish you well for the future.

Yours sincerely

Paul Chambers

Her Majesty's Inspector