

# All Saints Catholic College Specialist In Humanities

## Inspection report

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<b>Unique Reference Number</b>	107782
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	336951
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Sara Morrissey 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 of pupils on the school roll</b>	809
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Ian Smith
<b>Headteacher</b>	Miss A Bodurka
<b>Date of previous school inspection</b>	3 September 2006
<b>School address</b>	Bradley Bar Huddersfield West Yorkshire HD2 2JT
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 26 lessons, and held meetings with staff, groups of pupils and governors. They observed the school's work, and documentation was scrutinised. This included assessment information that tracks pupils' attainment and progress, records of checks made by senior and middle leaders to measure the impact of actions taken to improve the quality of teaching and learning, and additional evidence to demonstrate how the school supports pupils who may be vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition 147 parental questionnaires were scrutinised along with questionnaires returned by a representative sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' attainment and progress, especially in English and mathematics, to determine the effectiveness of strategies used to improve outcomes and narrow the gap in performance between different groups.
- Learning and progress of more able pupils to determine whether teaching is sufficiently challenging for them.
- The impact of curriculum development, including the contribution of specialist subjects, on increasing engagement and improving pupils' outcomes.
- Outcomes for pupils with special educational needs and/or disabilities, and those who speak English as an additional language, to evaluate the impact of the school's support systems, including partnerships with other agencies.
- The effectiveness of monitoring and evaluation by leaders and managers at all levels to drive improvement.

## Information about the school

All Saints Catholic College is smaller than average. It serves a wide geographical area across the Leeds diocese, although most pupils attend from four primary feeder schools including one from a neighbouring local authority. The school also accepts non-Catholic pupils from the immediate catchment area. The number of pupils who are eligible for free school meals is broadly similar to that of other schools. The proportion of pupils from minority ethnic backgrounds is well above the national average. Although the majority of pupils are White British, many different groups are now represented in the school including those from Black British Caribbean, Asian British and Eastern European backgrounds. A significant number of pupils speak English as an additional language, a number of who are new to English. The range of languages spoken in the school has increased over the last two years. The number of pupils with special educational needs and/or disabilities is above the national average, although the proportion that has a statement to support their special educational need is well below the national average. The school has had specialist status in humanities since 2006. During the last year the school has been led by an executive headteacher, the current headteacher took up post in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a strongly improving school where the impact of actions taken to tackle past underachievement are evident in the significant and sustained improvement in the attainment and achievement of pupils leaving Key Stage 4. Leaders and managers at all levels have pulled together to tackle urgent priorities arising during a period of turbulence following changes in senior leadership. Standards, particularly in English and mathematics, have risen as result of a relentless focus on improving the quality of teaching and the effective use of targeted strategies to close gaps in pupils' prior learning. Consequently, pupils attain the levels expected of them relative to their starting points.

Although good practice exists in teaching across the school, its overall quality is satisfactory. This is because planned activities do not always take fully into account the needs of all pupils, for example, the more able or those who are new to the English language. Consequently, progress remains variable between different groups of pupils and not all make the strides in their learning that they might.

The curriculum has been adapted appropriately to meet the needs and aspirations of pupils, particularly at Key Stage 4. However, leaders recognise that a review of the curriculum is now timely to reflect the changing needs of groups of pupils entering the school. Specialist subjects make a good contribution to curriculum enrichment and effective leadership of the subject specialism has played a key role in driving improvement throughout the school.

As a reflection of the school's Christian ethos, staff are strongly committed to promoting equality of opportunity. A harmonious atmosphere pervades the school, pupils generally get on well with each other and incidents of racism are rare. Pupils' spiritual, moral, social and cultural development is outstanding. The needs of vulnerable pupils are well understood by staff, who provide effective support and care to overcome barriers to learning and promote their personal development. While many pupils contribute actively to the school community, those interviewed expressed a keen interest in being more involved in developing policies to promote their personal development, for example anti-bullying campaigns.

The recently appointed headteacher has settled quickly into her new role. She has already established a clear vision for the future and acquired an accurate view of the school's strengths and weaknesses. She is supported well by senior leaders and many middle leaders, who have embedded strategies effectively to evaluate the impact of actions taken to tackle key priorities. As a result, the school demonstrates good capacity to improve further. Staff and governors show great commitment and determination in

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their work, reflecting the school's unofficial motto 'Onwards and Upwards' to ensure that academic and personal outcomes for pupils continue to improve.

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

- Raise attainment and achievement by:
  - using assessment information more precisely to plan learning activities that meet the full range of pupils' needs and close gaps in performance between different groups
  - improving the range of teaching strategies to enable pupils who are new to the English language to participate fully in their learning.
- Improve curriculum provision, including the use of partnerships within the wider community to meet better the needs of all pupils.
- Increase pupils' responsibility for developing strategies to promote their personal development and well-being.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils' progress in lessons is satisfactory overall. However, as a result of the use of effective strategies in lessons to accelerate progress and overcome a legacy of past underachievement, attainment is broadly in line with the national average and rising. Performance against key national indicators has improved dramatically including the proportion of pupils attaining five A\* to C including English and mathematics which has risen significantly since 2007. Progress is now good in some subject areas, for example religious education, and information and communication technology (ICT). However, within this picture of improvement inconsistencies remain in the rates of progress made by different groups of pupils and between subjects. School leaders are acutely aware of these variations; they are well informed by detailed analyses of assessment information to prioritise strategies to accelerate progress and close gaps further. Support for pupils with special educational needs and/or disabilities has been reorganised and enables these pupils to achieve as well as their peers. However, leaders acknowledge that challenges remain in supporting all pupils who are new to the English language to enable them to achieve as well as their peers.

Pupils' behaviour is good; they value their school and are keen to take on responsibility. During the inspection, pupils acted as excellent ambassadors for their school at the Open Evening for prospective new pupils. Strong Christian values that underpin the school's ethos promote outstanding spiritual, moral, social and cultural development. The particular strengths in pupils' spiritual development were underlined in an assembly where Year 11 pupils reflected on the nature and similarity of prayers from different religions. Pupils know how to keep healthy, although those who responded to the questionnaire felt that they could benefit from knowing more about how to lead a

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healthy lifestyle. Pupils generally feel safe in school and their parents and carers agree. Many pupils responded positively about the way in which staff care for them, although a small number reported that they did not always feel confident to ask for help if they had a concern. Effective provision enables pupils who are most vulnerable to build self-esteem and confidence in a supportive environment. However, pupils who spoke to inspectors expressed the view that they would like to be more involved in making decisions about matters affecting their personal development. Pupils are generally well prepared for their future economic well-being and provisional figures indicate that the number leaving school that are not in education, training or employment is low.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching is satisfactory overall but improving quickly as a result of effective leadership and a robust programme of professional development that is targeted to need. Pupils appreciate the increasing use of strategies to promote their active engagement in learning. Where teaching is most effective, good subject knowledge and a keen awareness of the needs of individual pupils ensure that planned

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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activities proceed at a brisk pace. Well-timed checks on learning enable plans to be adapted to extend learning or to ensure that pupils are on track to meet learning objectives. However, where pupils are over-directed by the teacher or where tasks do not provide sufficient support or challenge, pupils become passive learners and their progress is more uneven. On occasion, too much emphasis is placed on the completion of many different tasks and opportunities are missed for pupils to reflect on their learning or to extend their understanding of what they have learnt.

The curriculum is broadly balanced and enriched by a wide range of extra-curricular activities and educational visits, for example the visit to Austria by the school choir and the Year 10 pilgrimage to Lourdes. Adaptations to the curriculum at Key Stage 4 have increased opportunities for pupils at this key stage and collaboration with other providers has established suitable progression routes for pupils aged 14 to 19.

Cross-curricular provision to support literacy, numeracy and ICT is adequate. However, leaders are aware that further curriculum development is required to cater better for the changing nature of needs of pupils joining the school, particularly in Key Stage 3.

Teams of staff work effectively together in partnership with external agencies to provide good care, guidance and support. Every attempt is made by staff to provide personalised support for vulnerable pupils so that their needs are met. Effective steps have been taken to use expertise available to support Polish-speaking pupils in their acquisition of the English language. However, although a good model of practice has been developed, the school is currently finding it a challenge to provide similar levels of support and guidance for pupils who speak other languages. Standards of behaviour have improved because strategies to manage behaviour are clearly understood and more consistently applied. A well coordinated strategy has also led to improvements in attendance since the last inspection when it was identified as an area for improvement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers have been tenacious in their determination to reverse a decline in standards following the last inspection. A robust system to monitor and evaluate the impact of actions taken to tackle key priorities is well established and used by senior and middle leaders to ensure that the high expectations set are achieved.

During a period of change, leaders have not lost sight of the core purpose of their work to improve outcomes for pupils. They have worked effectively with staff teams to secure

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improvement in the quality of teaching, for example through the use of coaching. Leadership of the school's specialism is good and plays a key role in the ongoing programme of professional development to improve the quality of provision across the school. Middle leaders have established secure mechanisms by which to share good practice and are clear about their role in securing further improvement.

Management systems to track the progress made by pupils over time have been refined and are easy to access and interpret. Consequently, senior and middle leaders are able to target potential underachievement more rapidly in order to target improvement strategies appropriately. The initial focus on achievement in Year 11 is now being extended to other year groups in order to increase the consistency with which pupils make progress across all year groups.

The school promotes equality of opportunity and tackles discrimination effectively. School leaders have built and extended relationships within the local community and across the diocese in order to promote community cohesion. The school is also twinned with a school from another area which is ethnically different to increase pupils' understanding of life in a multicultural society. Opportunities are provided through the curriculum for pupils to appreciate their place within the global community.

The newly appointed headteacher has quickly established effective working relationships with staff and has a good understanding of the challenges ahead.

The governing body has been restructured in the last 12 months in order to fulfil its statutory duties more effectively. Governors are kept well informed about the school's work by senior leaders and are able to fulfil their role as a 'critical friend' with increasing effectiveness. All safeguarding procedures meet requirements and are reviewed as part of a rolling programme of checks made by the governing body.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## **Views of parents and carers**

Inspectors received questionnaire responses from approximately 18% of parents and carers. Analysis of responses indicates that most are happy with their child's experience at school and that appropriate steps are taken to ensure that their child is well prepared for the future. Parents and carers were also generally positive about the quality of teaching and a small number commented favourably about the individualised support offered to their child when it was needed. Few parents made negative comments. Of those, the main concern was about a lack of communication from the school about aspects of their child's work or events taking place. Inspectors are satisfied that the school provides many opportunities for home/school communication.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Catholic College Specialist in Humanities to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 147 completed questionnaires by the end of the on-site inspection. In total, there are 809 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	27	101	69	5	3	0	0
The school keeps my child safe	35	24	98	67	5	3	0	0
The school informs me about my child's progress	33	22	96	65	8	5	0	0
My child is making enough progress at this school	29	20	94	64	10	7	1	1
The teaching is good at this school	21	14	104	71	7	5	0	0
The school helps me to support my child's learning	14	10	105	71	16	11	1	1
The school helps my child to have a healthy lifestyle	20	14	93	63	16	11	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	18	99	67	9	6	0	0
The school meets my child's particular needs	27	18	102	69	7	5	0	0
The school deals effectively with unacceptable behaviour	25	17	89	61	14	10	6	4
The school takes account of my suggestions and concerns	12	8	99	67	16	11	4	3
The school is led and managed effectively	13	9	97	66	13	9	1	1
Overall, I am happy with my child's experience at this school	31	21	97	66	10	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Thank you for welcoming us during the recent inspection at your school. We appreciated the time we were able to spend talking to many of you about your work and general life at your school. Thank you also to those of you who completed questionnaires to tell us your views. You told us that you generally enjoy school and that you appreciate the way in which teachers and other adults care about you and help you to improve your work.

Inspectors found that you make satisfactory progress overall but that your learning is improving because teaching includes more activities that enable you to be more actively involved in your learning. Some of you told us that you enjoy your lessons more now, especially when you can take part in practical activities and discussion.

Senior staff and other school leaders have already made some good improvements since the school was last inspected. However, we have asked them to focus on a number of things that could be improved further. In particular, we have asked the school to:

- improve results further at Key Stages 3 and 4 by making sure that all lessons include activities that are suited to your different needs so that you can make good progress in your learning
- make sure that the curriculum you follow fully meets the needs of all groups of pupils and gives you the opportunity to increase your range of experiences through links with the wider community
- increase the opportunities for you to take an active role in decision making about matters that are important to you, for example anti-bullying.

You have an important part to play by continuing to attend school regularly and do your best in all aspects of your work so that you can achieve well in the future.

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