

All Hallows R.C. Business, Enterprise and Sports College

Inspection report

Unique Reference Number	131512
Local authority	Salford
Inspection number	395677
Inspection dates	10–11 July 2012
Lead inspector	Sally Kenyon HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	577
Appropriate authority	The governing body
Chair	Christine Wood
Headteacher	Andrea Cavanagh
Date of previous school inspection	10 January 2007
School address	Weaste Lane Salford M5 5JH
Telephone number	0161 7364117
Fax number	0161 7372066
Email address	allhallows.businessenterprisecollege@salford.gov.uk



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Introduction

Inspection team

Sally Kenyon
Michael Cooper
Denah Jones

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 28 teachers in 28 lessons and conducted a series of learning walks. Meetings were held with parents, groups of students, governors and staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, looked at schemes of work, conducted a scrutiny of students' work and took account of responses from 88 questionnaires from parents and carers, 51 staff questionnaires and 129 student questionnaires. Inspectors were unable to observe any Key Stage 4 teaching as Year 11 have left the school and Year 10 were on work experience during the inspection.

Information about the school

All Hallows RC Business, Enterprise and Sports College is a smaller than average secondary school. The proportion of students known to be eligible for free school meals is over twice the national average. The proportion of students from minority ethnic groups and those who speak English as an additional language is above the national average. The percentage of students supported at school action is above average and the proportion of those at school action plus or with a statement of special educational needs is below average. The acting headteacher, previously the deputy headteacher, has been appointed as the substantive headteacher from September 2012 but has been fulfilling this role since her appointment earlier this year. The previous headteacher retired in August 2011. The school holds many awards including the School Games Kite Mark and the Cultural Diversity Gold Award. The school meets the floor standards set by the government.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good because groups of students, namely those of lower ability and those who are disabled or have special educational needs, do not make good progress in all subjects, particularly English and mathematics. Some aspects of leadership and management have weaknesses, particularly at middle leader level. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Many students do well in a range of other subjects, including vocational courses. However, targets set for GCSE subjects are not always sufficiently challenging to ensure that students make the same good progress across the board.
- There is a core of good and better teaching within the school, yet teaching over time in some subjects and for some groups secures only satisfactory progress because planning does not always take account of individual learning needs. Assessment is sometimes inaccurate and marking does not always give diagnostic feedback for improvement.
- Behaviour and safety are satisfactory. Students spoken to during the inspection were polite, well-mannered and keen to praise their school. Attendance is below average and remains low for some groups.
- Leaders and managers have secured improvements in many areas since the previous inspection. However, there are some weaknesses at middle leader level and targets set through performance management are insufficiently challenging to hold middle leaders to account for achievement within their departments.
- The promotion of spiritual, moral, social and cultural education is a strength of the school. All Hallows RC Business, Enterprise and Sports College educates the whole child and students are rightly proud of their wider achievements driven by the spiritual ethos which permeates many aspects of school life. During the inspection Year 8 students were inspired during a trip to the Lowry Museum and spoke enthusiastically about creating their own pieces of artwork. Other students were seen rehearsing for the school production, all beating in time through African drumming. Such events

reflect the spirit of togetherness so indicative of the All Hallows RC Business, Enterprise and Sports College's ethos.

What does the school need to do to improve further?

- Increase the proportion of students gaining five or more GCSEs at grades A* to C including English and mathematics so that the figure meets or exceeds the national average by:
 - ensuring that targets are consistently challenging for all groups of pupils
 - gaining consistency and accuracy in assessment across all departments
 - improving attendance so that it meets the national average for all groups.
- Improve the quality of teaching over time so that it is good or better by:
 - consistently planning to meet the needs of all students in lessons
 - sharing good practice in diagnostic written feedback to students.
- Strengthen leadership, particularly at middle leader level, by:
 - holding middle leaders accountable for achievement
 - increasing the rigour of self-evaluation.

Main Report

Achievement of pupils

Students' attainment on entry to the school is below average, and the proportion of students who leave with five or more GCSEs at grades A* to C including English and mathematics is also below average. Students make good progress in a range of vocational qualifications but satisfactory progress in English and mathematics and overall. This is due to shortcomings in teaching and assessment. Assessment is variable and while some departments have reliable data, the school is aware that others do not. Attainment in religious education is low; however, the school is aware of this and is taking effective steps to improve it.

Robust tracking is in place for students who are disabled or have special educational needs and discrete sessions to promote their reading and literacy take place. Some good support for students was seen in some lessons; in others, planning does not take sufficient account of their individual needs. Overall, they make the same satisfactory progress as their peers. Students who are known to be eligible for free school meals and lower-ability students also make satisfactory progress.

There are many lessons in which students learn well. For example, in a Year 9 science lesson students wrote a bibliography for a case study. Clearly planned peer-assessment focused upon resolving misconceptions from the previous lesson resulted in good progress for all students. Students were supported in their learning by individually tailored worksheets and a modelled answer of what a really good bibliography looks like. They were able to reflect upon their achievements by writing 'what went well' and 'even better if'. However, this is not always the case and inspection evidence indicates that students' learning overall and over time is satisfactory.

Students' progress slows when they have poor attendance, there is insufficient challenge or lack of support in lessons and when assessment is inaccurate, so they cannot take ownership of their own learning or understand their progress. Some students arrive with weaker literacy skills than those expected of their age. The school's literacy coordinator ensures that a wealth of targeted interventions take place, resulting in improved reading skills for many students.

Quality of teaching

The quality of teaching over time is satisfactory because there is too much variance across the school. Some outstanding and much good practice was observed during the inspection, but some has been weaker over time. In the best lessons detailed planning takes account of individual needs, ensuring that students who are disabled or have special educational needs make good and better progress.

Some outstanding practice was seen in a Year 9 mathematics lesson about algebraic expressions, where students were given the answer and asked to discover the question. Sharply focused assessment criteria, coupled with an extra challenge of, 'who can use indices or brackets in their answer?' resulted in well-supported, highly challenging learning and outstanding progress. Similarly, in a Year 9 geography group, students including those with special educational needs made accelerated progress by producing a piece of extended writing about Antarctica. Bespoke learning resources allowed students to work independently, understanding how their work would be assessed and what a good example looked like. Excellent assessment for learning was seen as the students recorded in their books anything they were still unsure about so the teacher could use this to inform planning for the next lesson.

Where teaching is weaker it is not sufficiently well planned to meet the needs of all students. Opportunities are missed to use open, higher level questions to challenge the more able and resources are not always designed to meet the specific needs of individuals. Learning is dominated by the teacher and lacks pace and focus. Learning objectives and outcomes do not give students a clear understanding of how they can make good progress.

The promotion of spiritual, moral, social and cultural education is a strength in some lessons and in extra-curricular activities. Much of this is led by the school's business, enterprise and sports specialism promoting teamwork and leadership, and entrepreneurial initiative.

Behaviour and safety of pupils

All Hallows RC Business, Enterprise and Sports College educates the whole child and students are rightly proud of their positive ethos which permeates many aspects of school life. While there is much good behaviour, inspection evidence indicates that there are occasions when this is not the case. Behaviour is satisfactory overall. A small minority of students who responded to the survey feel that behaviour is always good in lessons and the large majority of students who responded to the questionnaire feel that behaviour is good in lessons most or all of the time. A small minority of parents who responded to the survey feel that behaviour is not good in lessons. Inspectors saw predominantly good behaviour in lessons and around the school site. In a very few lessons observed, behaviour was satisfactory and sometimes not well managed. Records of behaviour over time reflect this inconsistent picture.

Students are aware of different forms of bullying and feel that bullying is rare. Policies are in place for dealing with bullying, but they need refinement. Most students who responded to the survey say that they feel safe in school and would know who to turn to if they had a problem. Good quality pastoral care is provided primarily by form tutors and pupil progress leaders.

Fixed-term exclusions are low and are below average for all groups. The school uses an internal seclusion centre and learning support unit to manage difficult behaviour. While there are clear logs of referrals to the seclusion unit, individual and collective records do not make clear what sanction has been applied so opportunities are missed to analyse the effectiveness of sanctions. The number of occasions when staff contact senior leaders 'on call' to support them in their lessons has reduced, yet there remains a body of students who are repeatedly referred to seclusion.

Although improvements in attendance have been made, it remains below average. The school draws students from multiple communities and some students have to take two buses to come to the school. Serving many communities presents its own challenges for raising attendance, and data clearly show that the poor attendance of some groups is having a negative impact upon achievement.

Leadership and management

The headteacher has set out a clear vision for change during a very exciting new chapter for the school. She has correctly identified key areas for improvement and has the full support of staff and parents who responded to the questionnaire. There is a clear track record of improvements since the previous inspection. Senior leaders are well-focused upon improving achievement and are actively supporting teachers to improve their practice using coaching, peer observations and support plans. Many staff have volunteered their own time to take part in teaching and leadership development courses and the school is working in effective partnership with a local teaching school.

Some middle leaders extend their expertise far and wide into the many communities served by the school, including sports development work in over 40 feeder primary schools. However, there are inconsistencies in effectiveness at middle leadership level. While some good practice is evident, there is also some inaccurate self-evaluation, assessment and weaker teaching. Performance management has rightly identified some areas of underperformance and senior leaders have some staff on support plans to improve their teaching. However, as target-setting is not challenging enough, some middle leaders' targets for student achievement do not reflect good progress and therefore opportunities are missed to hold them to account.

The governing body has a great breadth of expertise, and its members are passionately committed to improving the life chances of students. They, along with the School Improvement Partner, are very clear about the current priorities for improvement.

Students readily adopt leadership roles as peer mentors, school councillors, young volunteers and pupil leaders. 'Jenny's garden' provides a spiritual haven for Year 11 students at lunch and break times and a rainbow of blossoms created by the horticultural club are showcased in a delightful garden at the heart of the school.

Historically, the curriculum has not been designed to allow all students to make good progress in key subjects. However, it has now been adjusted for the current Year 10, with a less vocational focus for more-able students. The school predicts the impact of these changes will be a steep rise in attainment in 2013.

The BTEC construction award is one of many popular vocational qualifications on offer. Students are able to construct a small house, plaster the walls, make their own wooden window frames and put in manhole covers for drainage all under the supervision of a highly experienced builder.

There are satisfactory arrangements to promote equalities and tackle discrimination. The attendance and achievement of different groups are monitored and tracked and gaps are closing. Policies around equalities need refinement. Arrangements for safeguarding meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 July 2012

Dear Students

**Inspection of All Hallows R.C. Business, Enterprise and Sports College,
Salford, M5 5JH**

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We took careful note of what you said and your comments really helped us to reach judgements. Thank you also for the time you spent completing questionnaires and for talking to inspectors in meetings and around the school.

- We found that you go to a satisfactory school that has many strengths.
- Your achievement is satisfactory because not all groups of students make good progress across all subjects including English and mathematics.
- Teaching over time is satisfactory because, while there is some outstanding and much good practice, there is too much satisfactory teaching which means you do not always learn as well as you should.
- Behaviour and safety are satisfactory. While many of you have good attendance, overall it is still below average and some groups have low attendance. We found you to be polite, well mannered and proud of your school.
- Leadership and management are satisfactory because while there are some real strengths and your school has improved since the previous inspection, there are still some subjects where achievement could be stronger.
- We have asked the school to improve your achievement and attendance, continue to improve teaching and to strengthen leadership and management, particularly among middle leaders.

You can help your school to continue to improve by having good attendance, behaving well and trying your best in all lessons.

Yours sincerely

Sally Kenyon
Her Majesty's Inspector

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