

All Hallows RC Business and Enterprise College

Weaste Lane, Salford, Greater Manchester, M5 5JH

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by senior and middle leaders, has successfully brought about improvements to the quality of teaching and students' achievement following the previous inspection.
- Students' achievement is good. From below average attainment on entry to the school, students make good progress to reach national averages on a number of measures.
- Indeed, students' performance in GCSE examinations has risen strongly and is now above average for the percentage of students reaching five or more GCSE grades A* to C including English and mathematics.
- Students known to be eligible for the pupil premium, those with disabilities and special educational needs and those who are from minority ethnic backgrounds make good progress and achieve well.
- The quality of teaching has improved because of careful monitoring and effective action to address weaknesses.
- Students are happy, respectful and considerate and their good behaviour contributes to a purposeful and vibrant atmosphere in the college. They feel safe.
- College leadership has improved at all levels and there is a strong team approach amongst all staff to ensure students' achievement continues to accelerate.

It is not yet an outstanding school because

- Although some teaching is outstanding, and most is good, there is a small proportion of teaching which requires improvement.
- In a small number of lessons, teachers do not take account of the abilities of all students, particularly those who are most-able. As a result, a small number of most-able students do not do as well as they could.
- Teachers' marking does not always explain in detail how students should improve their work and teachers do not always check on how students respond to their marking.
- The skills of governors in using the college's assessment information to hold the college to account further are not yet fully developed.

Information about this inspection

- Inspectors saw 31 lessons or part-lessons, taught by 30 teachers. Three lessons were observed jointly with senior leaders.
- Meetings were held with senior and middle leaders, governors, groups of students, a representative from the local authority and the headteacher of a national Teaching School, which works in partnership with the college to share best practice and improve teaching and achievement.
- Inspectors observed the college’s work and looked at a number of documents, including the college’s own information on students’ progress across all year groups and in all subjects, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.
- Inspectors looked at samples of students’ work across different age and ability groups.
- Inspectors took account of the views of parents, including 12 responses to the online questionnaire, Parent View.
- Twenty-five members of staff expressed their views through a staff questionnaire.

Inspection team

Gary Kelly, Lead inspector	Additional Inspector
Kathleen Harris	Additional Inspector
Mary Liptrot	Additional Inspector

Full report

Information about this school

- All Hallows Business and Enterprise College is smaller than the average-sized secondary school.
- The majority of students are of White British heritage and there are above average numbers of students from minority ethnic backgrounds or who speak English as an additional language.
- The proportion of students known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, pupils who are looked after by the local authority, and the children of personnel in the armed forces) is well above the national average.
- The proportion of students supported at school action is average and the proportion supported at school action plus or with a statement of special educational needs is above that usually found.
- A new deputy headteacher has been appointed since the previous inspection in July 2012.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.
- A small number of students in Key Stage 4 attend Salford City College and The YMCA as part of their individual curriculum.
- The college has achieved 'Inspiring IAG' – Gold Award', which ensures all students receive high quality careers information, advice and guidance.

What does the school need to do to improve further?

- Further improve the quality of teaching so that it is at least good in all lessons and more is outstanding, by ensuring that:
 - all teachers plan activities which provide sufficient challenge for students of all abilities, including the most-able
 - teachers' marking and feedback are sufficiently detailed so that students are clear about how well they are doing and what they need to do to improve
 - students are always encouraged to take account of, and respond to teachers' comments in their books.
- Further improve the skills of the governing body in holding the college to account by:
 - ensuring their knowledge of the college's rich source of assessment information is sufficiently detailed so they can ask more searching questions of college leaders.

Inspection judgements

The achievement of pupils is good

- Students typically enter the college with below average attainment in literacy and numeracy. Students' achievement is good. This is because they make good progress across the college and attain standards in their GCSE and equivalent qualifications which are at least average and which are above average in relation to the percentages of five or more GCSE grades A* to C including English and mathematics.
- In 2013, the proportions of students making their expected levels of progress in English and mathematics, in both Key Stage 3 and 4 was above that seen nationally, as a result of improvements in the quality of teaching over time.
- However, a small number of students, including the most-able, do not exceed expectations in the progress they make. This is because occasionally, teachers do not plan tasks that are sufficiently demanding to meet students' learning needs more closely.
- The college's latest assessment information for students currently attending the college, in both Key Stage 3 and 4, shows that the proportions exceeding expectations are increasing. Inspection evidence, including lesson observations and scrutiny of students' work confirms this.
- In 2013, Year 11 students known to be eligible for support through the pupil premium attained between three quarters and a full GCSE grade below their peers in English and mathematics. Although these students attained less well than their peers, the gap in college is reducing over time and they made better progress and attained higher standards than eligible students nationally.
- Students who are disabled or have special educational needs, the growing numbers of students who speak English as an additional language and students from a range of minority of ethnic groups achieve well, demonstrating the college's commitment to promoting equal opportunities for all and tackling discrimination in all its forms.
- The small number of students who attend off-site provision for one afternoon per week in Year 10 and 11 attain level 1 qualifications, which complement their overall levels of achievement.
- Systems for setting accurate targets for students and the rigour in which targets are monitored have improved, resulting in swift action to ensure accelerated progress across all year groups and subjects.
- The process of entering students early for GSCE examinations has been refined to ensure that students have the best possible opportunity to do as well as they can. The impact of this targeted approach is that attainment in GCSE examinations has risen considerably, particularly in English and mathematics.
- Because of the high quality careers information, advice and guidance they receive, there are very few students who leave the college in Year 11 who are not in education, employment or training.

The quality of teaching is good

- Teaching has improved markedly and is now good overall. Indeed, during the inspection no inadequate teaching was observed and most was good and on occasions outstanding.
- Three joint lesson observations carried out with college leaders also confirmed that the college's view of the quality teaching is accurate.
- Relationships between staff and students are very positive and supportive. Teachers use these good relationships and their strong subject knowledge to motivate and inspire their students.
- In most lessons, teachers plan tasks and activities which engage the interests of all students, enabling them to improve their knowledge and understanding. This was particularly the case in a Year 10 English lesson where all students were engaged and empowered by the teacher's approach to bringing the book, 'The Inspector Calls', to life. This inspired students to think for

themselves, express their opinions and engage in discussion with their peers. In this lesson, the teacher skilfully used questioning to facilitate learning and provide a continued level of challenge, to which all students responded well.

- In an outstanding physical education (PE) lesson, students were challenged to improve their basketball shooting technique, having been given clear advice on how to measure their own progress, and that of their peers. Different activities met the needs of all and students made significant progress by observing best practice and learning from each other.
- Where teaching is most effective, skilled questioning is used to check on students' understanding and progress. Students work in pairs and groups to discuss and challenge each other's ideas and take responsibility in making decisions for themselves.
- However, there are still a small number of lessons where teaching requires improvement. Activities are not always well matched to students' individual abilities and the most-able students are given tasks that are too easy for them.
- The school's marking policy is not yet consistently applied by all teachers. Although students are regularly praised for their efforts, the guidance in books and opportunities to discuss where they should make improvements are not consistently in place in all subject areas. Students are not given enough opportunities to take account of and respond to teachers' comments in their books.
- Literacy and numeracy skills are promoted well across subjects and year groups. All students in Key Stage 3 have dedicated reading sessions each week and there is a clear focus that key words, technical language and mathematical skills are developed in all lessons.
- Teaching assistants are highly skilled and well qualified to provide support, particularly for students whose circumstances make them potentially vulnerable. They have a thorough knowledge of students' abilities and needs. In particular, they provide high quality reading and writing support so that students are able to catch up and make good progress in these subjects.

The behaviour and safety of pupils are good

- The behaviour observed during lessons and in and around the college was mostly good and sometimes exemplary.
- Students' attitudes to learning in lessons are very positive and they are keen to do well.
- Students are polite, friendly and enjoy engaging in conversation with each other, adults and visitors about their learning and wider interests.
- Students told inspectors that behaviour is well managed and they have a clear understanding of what happens when behaviour falls below the high standards expected. The college's rewards and sanctions system is effective, because students enjoy being rewarded for their good behaviour, attendance and punctuality. They say that poor behaviour rarely disrupts learning in lessons; staff and parents agree.
- Students told inspectors that they feel safe and well cared for and that the college listens to their views. There is a very harmonious community atmosphere.
- Students say there is little bullying, and on the rare occasions when it happens, they are well supported and any incidents are quickly resolved. They are well informed about different forms of bullying, including bullying based on prejudice and other aspects of their own safety, including e-safety.
- Attendance continues to improve and is now broadly average. This is because of the strong emphasis placed by the college on showing that regular attendance has a strong impact on achievement. Students and their families have responded positively to this focus.
- At the time of this inspection, a large minority of students continued to have full attendance at college and strategies to improve punctuality have been particularly successful.
- Pastoral support is strong and pastoral staff are tenacious in checking on the well-being of all students and particularly those who are deemed to be vulnerable.
- Permanent exclusion in the college are rare and only very small numbers of students have been excluded on a fixed term basis, as a result of the college's good behaviour management

systems.

The leadership and management are good

- Leadership and management are good. The college has an accurate view of its performance and knows what needs to be done to improve provision and performance further.
- The headteacher, supported well by senior and middle leaders and governors, has put in place plans for further improvement which are shared with all staff. Staff say that they have been invigorated by the changes made to improve the quality of teaching and raise achievement, and are overwhelmingly supportive of the college's leadership.
- Leaders have improved arrangements to check and monitor students' progress. This has enabled the college to identify earlier any students in danger of falling behind, to ensure they get back on track. This has led to raised achievement in 2013 and the college's latest assessment information and inspection evidence indicate this trend is continuing.
- The role of middle leaders in particular has been developed and improved. Regular line management meetings are held every two weeks between senior and middle leaders to assess the progress students are making, and to set targets to ensure the college's strategies to continue to raise achievement are effective.
- Leadership of teaching is good. All teachers are held accountable for students' achievement and teaching skills are enhanced through high-quality professional development. Best practice in teaching is identified and shared throughout the college. During a meeting with a group of Year 10 students, they illustrated how the college had improved teaching, saying, 'We've got to learn now, and in all our lessons!'
- The high quality work to improve the achievement of disabled students and those who have special educational needs is a strength of the college.
- The college offers an academic and vocational curriculum which is evaluated regularly, to ensure it meets the needs of all students. There is a wide variety of enrichment opportunities which meets the needs of all students. The college ensures that there is equality of opportunity for all and it rejects discrimination in all its forms.
- Year 7 catch-up funding is used effectively to improve the literacy and numeracy skills of these students through impressive small group work and one to one support.
- All students are given a wide range of experiences to promote their spiritual, moral, social and cultural development. There is a well-founded programme of personal, social, and health education (PSHE) that helps to develop their personal skills well.
- Safeguarding and child protection policies and practice meet all statutory requirements and record keeping is thorough.
- The local authority is aware of the college's areas for development and provides a good level of support.
- **The governance of the school:**
- The governing body has an accurate view of the college's overall effectiveness and priorities for improvement. Governors ask the right questions when holding the college's leaders to account and have set challenging targets for improvement. However, governor's skills in using the college's assessment and monitoring information to challenge the leadership further are not yet fully developed. Governors recognise the need to ensure links are made between pay progression, the quality of teaching and students' progress and have recently agreed procedures to ensure staff only receive financial reward if they meet their classroom targets for students' progress. Governors have ensured the college is financially healthy and have a good understanding of the use and impact of pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131512
Local authority	Salford
Inspection number	429524

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 July 2012
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