

# All Hallows Catholic High School

## Inspection report

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<b>Unique Reference Number</b>	119802
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313427
<b>Inspection date</b>	25 September 2007
<b>Reporting inspector</b>	Deborah Vaughan-Jenkins 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	900
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Perry
<b>Headteacher</b>	Mr Christopher Riding
<b>Date of previous school inspection</b>	1 April 2005
<b>School address</b>	Crabtree Avenue Penwortham Preston Lancashire PR1 0LN
<b>Telephone number</b>	01772 746121
<b>Fax number</b>	01772 740141

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, curriculum, guidance and support and leadership and management. Evidence was gathered from lesson observations, achievement data, meetings with students and the school's monitoring documents. Other aspects of the school's work were not investigated in detail, but inspectors found evidence to support the school's own judgements about its provision and these have been included in the report where appropriate.

## Description of the school

All Hallows Catholic High School is an oversubscribed medium-sized school located in the Penwortham district to the south of Preston, in the Catholic Archdiocese of Liverpool. Students come from a range of social and economic circumstances although the immediate area has relatively low levels of deprivation. It has a slightly higher than average proportion of girls to boys. Most students enter the school with above average levels of attainment. A very small proportion of students are eligible for free school meals and very few have learning difficulties. The students are predominantly White British with a small number of students from other minority ethnic backgrounds. Students' attendance is higher than similar schools with a lower than average number of authorised and unauthorised absences. All Hallows remains a leading member of the South Ribble Learning Federation and is a designated Leading Edge School following the receipt of a School Achievement Award in three successive years. In addition to its specialist status for technology, the school gained specialist status for languages in April 2006. The school achieved 'Healthy Schools' status in 2007 and is also a 'Fairtrade' School. A new headteacher was appointed in September 2006.

## 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 an outstanding school. Christian values and concern for others are at the heart of its work. All who work in the school are genuinely committed to equality of opportunity for every young person. It has successfully retained its reputation locally for providing high quality education.

All Hallows is particularly successful at engaging its students in all aspects of the school community and raising their future aspirations. Students leave the school with the skills and qualities to prepare them well for the next stage of their education and for future employment. The vast majority of parents and students speak highly of the school and one Year 11 parent wrote, 'My child has enjoyed every minute of his learning at All Hallows. He refers to his teachers as 'awesome', a great accolade from a 15 year old boy!'

Most students enter the school with above average levels of attainment. The standards reached by students by the end of Year 11 are significantly above average and their achievement is outstanding. In 2007, 80% of students achieved five or more A\* to C grades at GCSE – considerably higher than the national average, with a high proportion gaining A\* and A grades within their subjects. The development of students' basic skills is excellent, particularly the ability to communicate in a range of contexts and to use number in problem-solving. Many students demonstrate a high level of independent thinking and expression. The majority of students make excellent academic progress throughout their time at school, notably through Years 7 to 9. No one group of students underperforms because teaching is consistently strong. Inspectors found the school's self-evaluation underestimated the quality of its teaching and learning and raised this grade to outstanding. Teachers' comprehensive subject knowledge and challenging use of questions enable students to reflect effectively and speak at length about their work. Lessons are carefully planned to include a variety of learning activities which enable students to think for themselves and find their own solutions to problems. Their learning is effectively enhanced through the excellent relationships that exist between teachers and their students, and between students and their peers. This, along with a stimulating learning environment means students have a desire to learn and achieve the best they can. Students' work is regularly assessed and they are very clear about what they can do to improve further. Students with learning difficulties and/or disabilities are very well taught and supported. Subsequently, they make outstanding progress particularly in developing essential independent life skills.

Students' personal development and well-being are outstanding because they are self-confident young people and attain high standards. They are able to work independently and collaboratively, and can sustain their concentration over long periods. Students say that they like attending school and thoroughly enjoy their work. They eat healthy lunches and take regular exercise. Attendance rates are above average. Behaviour is excellent and students report that rare instances of bullying or intimidation are dealt with quickly and effectively. Students gain in maturity because they undertake a range of responsibilities in school. They show their concern for others less fortunate than themselves through their fundraising and charitable activities in the local community. They know right from wrong and have a highly developed sense of fair play and justice. Their spiritual, moral, social and cultural development is excellent. There is a good and improving curriculum to meet the needs of all students. The school's specialist status as a language and technology college has broadened the curriculum and improved the quality and range of learning resources. There are excellent links with primary schools to ensure

continuity in curriculum provision. Students benefit greatly from an extensive range of extra-curricular activities, from visits out of school and from visiting speakers. The most gifted linguists, for example, have attended Mandarin lessons organised by the university. Academically demanding courses are followed by the majority of students but equally challenging vocational pathways are available as an alternative. All students have experience of work-related learning in the curriculum. There is discrete provision for information and communication technology (ICT) in Years 7, 8 and 9 and cross-curricular provision in Years 10 and 11. The school is looking to improve on this for the older students by ensuring consistency of provision for every student.

Students receive outstanding care, guidance and support and are given every encouragement to broaden their educational experiences beyond the classroom. Many, for example, undertake their work experience abroad. Appropriate child protection procedures are in place. Risk assessments are undertaken regularly and robustly, particularly when planning for visits out of school. Effective systems are in place to track students' progress over time and to provide support when weaknesses are uncovered. Students say that there is always someone to turn to if they have worries and that they are known and valued as individuals. They particularly appreciate it when staff recognise and praise their achievements, no matter how modest. Exceptional care is afforded to vulnerable students and those with learning difficulties and/or disabilities.

The school is very well led. The dynamic headteacher, along with senior managers, has continued to build on the school's strengths with an increased strategic focus in planning for the future. In a relatively short period of time, improvements have been made to the curriculum, guidance programme, and the already excellent partnership arrangements have been strengthened. In addition, an extensive building programme has been very well managed, culminating in greatly improved facilities for learning. The headteacher's enthusiasm and drive are infectious and morale is high because staff and students have confidence in his open and approachable leadership style. Senior managers' continuous process of review ensures there is no complacency in this high achieving school. As a result, the vast majority of ambitious performance targets were met or exceeded in the last academic year. The governing body are highly supportive of the school and the chair of governors works closely with the headteacher to monitor the school's performance. Self-evaluation is good. Leaders and managers have a good understanding of the school's strengths in terms of students' academic performance. Aspects of provision are understated, however. For example, the school is not evaluating the quality of teaching and learning with sufficient rigour to consistently identify and share the excellent practice which exists. The school has this as a priority area for development. The consistently high pupil performance, strong teaching and leadership demonstrate that this school has an excellent capacity to improve its provision further.

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

- Raise standards further by ensuring that strengths, for example, in teaching and learning, are identified and shared consistently through rigorous and accurate self-evaluation.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
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

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

### The quality of provision

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
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	1
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**

26 September 2007

Dear Students

Inspection of All Hallows Catholic High School, Lancashire, PR1 0LN.

I would like to begin by thanking you all for welcoming my colleague and me to your school on the 25 September. We were immediately impressed by your behaviour, courtesy and smart appearance. During the day we spent at your school we visited your lessons, met with a number of you and talked at length to various members of school staff. This letter aims to outline to you our findings from the day.

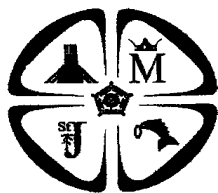
We found your school to be outstanding in nearly all areas. Your standards of work are very high and many of you leave with excellent GCSE grades. You develop a firm understanding of mathematics and English which prepares you well for life after school. From Year 7 onwards you make very good progress in lessons through to Year 11. We agreed with you that the vast majority of teaching is challenging and interesting. We also agreed that your school provides a very high quality of guidance and support, which you value. Your curriculum is good and improving. The recent changes to accommodation and the increase in ICT facilities have significantly improved the environment in which you learn. The school is working hard to ensure all of you access the computers available on a regular basis to further develop your skills in information technology.

Your headteacher is doing a great job in moving your school forward. We found that your school knows its students well and knows what it does very well and what it can do to make things better for you. However, in one or two cases the school did not celebrate the quality of some of its work as well as it could do. Therefore one key area for the school to improve upon is to identify and celebrate more thoroughly areas of excellent practice, such as some of the very best teaching you receive, and share this more consistently across the school.

You can of course help maintain your school's outstanding status by continuing to work as hard as you can to achieve your best. Also, continue to share your views through your school council. This way, managers will know what you think the school does well or what you think it needs to improve further.

Thank you again for your help in this inspection and we would like to wish you all the very best in your studies and every success in the future.

Deborah Vaughan-Jenkins, HMI



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ALL HALLOWS CATHOLIC HIGH SCHOOL

### PENWORTHAM

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Wednesday 26 September 2007

Inspector Mr. Paul A. Mannings

URN 119802

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic voluntary-aided, mixed Comprehensive
Age range of pupils	11-16
Number on roll	893
Chair of governors	Mr. Mike Perry
School address	Crabtree Avenue, Penwortham, Preston, PR1 0LN
Telephone number	01772 746121
E-mail address	chrisriding58@hotmail.co.uk
Date of last inspection	19-20 April 2005
Headteacher	Mr. Chris Riding

## **Introduction**

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## **Description of the school**

All Hallows is a Catholic, voluntary-aided, mixed, comprehensive school in the Lancashire Authority. The school has Specialist College Status for Technology. Learners are drawn mainly from the five associated primary schools with a number from schools in the wider area. There are 893 learners on role, of whom 95.5% are baptised Catholics, with 3.8% from other Christian denominations and 0.67 from Other World Faith Traditions. There are 16 learners with statements of special educational needs, a further 56 supported by School Action and 6 by School Action Plus. There are 58 teachers of whom 73% are Catholic. The Religious Education department has five full-time members.

## **Key for inspection grades**

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

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## **Overall effectiveness of the school**

All Hallows is an outstanding Catholic school. This is reflected in the rate of continued development since the last inspection and the continued capacity for improvement. Achievement and standards in Religious Education are outstanding and so too is the quality of teaching and learning, together with curriculum provision. Leadership and management of Religious Education are outstanding. The quality of Collective Worship is outstanding. The outstanding management of the Catholic life of the school is reflected in the quality of the Mission Statement, supported by clear aims and objectives, and a rigorous process of monitoring focussed on spiritual and moral development. There is outstanding promotion of community cohesion. Parents, carers and learners show outstanding support for the school.

**Grade: 1**

### **Improvement since the last inspection**

There has been outstanding improvement since the last inspection. The departmental self-review has guided progress. The increase in departmental staffing has been supported by a review of their role and responsibilities. Curriculum provision has increased. There is a rigorous process for assessment. An effective marking policy is now in place. Programmes of study have been revised in both key stages and enriched by new resources. There is thorough monitoring and evaluation of the Catholic life of the school.

**Grade: 1**

### **Capacity to improve**

There is outstanding capacity for continued improvement. The departmental development and action plan is revised annually through consultation with staff and senior management. This in turn informs the content of the self-review that clearly identifies priorities for ongoing development and inclusion in the school development plan.

**Grade: 1**

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

- Maintain the successful developmental progress identified in the departmental self-review.

## **Achievement and Standards**

Achievement and standards in Religious Education are outstanding. In both key stages the learners are meeting challenging targets in relation to their capabilities and starting points with sustained pace and progress evident in all lessons. Consequently their progress is at least good, with the majority

making very good progress in gaining knowledge and understanding in Religious Education. In Key Stage 4 results for GCSE are outstanding. They have remained consistently high and above the national average in recent years, with the current cohort gaining 84% A\*-C, with 50% of these at A\*-A. Learners show outstanding enjoyment of their work. Their levels of motivation are high and this makes a significant contribution to their outstanding behaviour in and out of class. The content of Religious Education enables them to make an outstanding contribution to the school community.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of teaching and learning in Religious Education is outstanding. Teachers are encouraged to develop their own teaching styles, which indicate high levels of confidence and creativity. Learners have confidence in their ability to work well independently and in groups. There is outstanding provision for additional learning needs provided in the teaching sets through effective differentiation and, where appropriate, by the deployment and contribution of learning support assistants. The department has revised the marking scheme, which now contains developmental comments and targets. The content of learners' written work matches the Religious Education programme, demonstrates progress in understanding, indicates a variety of approaches and maintains high standards of presentation. The suitability and rigour of assessment is outstanding, with full use made of Assessment Manager to track individual performance. This process is being developed to include the new Religious Education levels of attainment. Evidence gained from returns, indicates an outstanding level of parents/carers involvement in their children's learning and development.

**Grade: 1**

### **Curriculum**

The provision for curriculum Religious Education is outstanding. Most teaching groups now receive the 10% requirement of the Bishops of England and Wales, except for two groups in Year 8 receiving 6.3%. In Key Stage 3 there has been outstanding development of the *ICONS* programme, which should now include a revision of the content for the final term of Year 9. In Key Stage 4 there has been outstanding development and success with the new GCSE specification, short and full course, available for all learners. Consequently the curriculum meets national and diocesan requirements. It makes an outstanding contribution to the spiritual and moral development of learners.

**Grade: 1**

# **Leadership and Management**

## **Religious Education**

Leadership and management of Religious Education are outstanding. The subject leader has proven vision and capacity for the continued development of this highly successful department, a fact evident from the cohesion of the self-review, departmental and school development plans. Processes are in place for the induction of new staff and for departmental continued professional development. Performance management is implemented through formal lesson observations, target setting and review. Commitment to equal opportunities is expressed through quality differentiation in all lessons and access to accredited courses for all learners in Key Stage 4. There are five full-time qualified members of the department, an increase of one member since the last inspection. They work as a committed and effective team. Resources have been developed considerably to include a suite of rooms in close proximity, a suite for information communication technology and a range of new textbooks. All resources are effectively and efficiently deployed. There is generous financial provision according to the same capitation formula as other core subjects. Consequently the governors and senior management are outstanding in discharging their responsibilities to Religious Education.

**Grade: 1**

## **Catholic Life of the School**

There is outstanding leadership of the Catholic life of the school. The Mission Statement, supported by clear aims and objectives is known and owned. It underpins all aspects of Catholic life specifically through the impact of the lay-chaplain and chaplaincy team. There is a high standard of annual monitoring through departmental reports and by the active participation of governors and senior leadership. A thorough review process of the Mission Statement and spiritual and moral development, including all stakeholders, begins with scheduled in-service this term.

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship is outstanding. Provision for prayer and worship is organised by the chaplaincy team. There is a detailed and practical policy together with themes, prayers and reflections that are also included in the staff handbook. There is regular in-service provision. Prayer and worship takes place daily in form groups and once each week for year groups, with year heads effectively monitoring the quality of provision. There are services and the celebration of the Eucharist at appropriate stages in the liturgical year. Learners value highly the opportunities to be involved in prayer

and worship at all levels. Its provision is making an outstanding contribution to their spiritual and moral development.

**Grade: 1**

## **Community Cohesion**

The school is outstanding in promoting community cohesion. Leadership at all levels has a shared vision and commitment to serve the common good. The school community respects difference, values and celebrates diversity and is committed to equal opportunities. Parents and carers are actively involved in the decision-making and life of the school. Religious Education programmes in both key stages explore the beliefs and values of Other World Faith Traditions. There is an established annual programme of retreats and pilgrimages available for and well supported by the community. Learners show a concern for the wellbeing of those less fortunate than themselves through a wide range of charitable fundraising and outreach. The inclusive nature of Collective Worship provides the whole school community with meaningful involvement in prayer and worship relevant to its own needs and those of others.

**Grade 1**