

All Hallows Catholic College

Brooklands Avenue, Macclesfield, Cheshire, SK11 8LB

Inspection dates 3–4 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding college.

- Students' achievement is outstanding. The rate of progress they make in a wide range of subjects is rapid.
- Teaching is of a consistently high quality. Teachers have high expectations of all students and provide them with challenging work and they make rapid and sustained progress as a result.
- The Principal, senior and middle leaders, and governors provide outstanding leadership. They have a relentless focus on improving teaching and learning, the personal development of students and thus, their overall achievement. This results in the college being highly effective.
- Parents, staff and students are very positive about the college and value highly the quality of education and care it provides.
- Students' attitude to learning is outstanding and contributes significantly to their progress. Students are enthusiastic learners and keen to do as well as they can. Their behaviour is also outstanding. They are courteous and polite, relate well to each other and adults and are very happy at college.
- Students feel very safe in college, and the college is meticulous about keeping all students safe. They are cared for very well. The personal well-being of students is as highly regarded as academic success.
- Sixth form provision is outstanding. The leadership of the sixth form is highly effective and students make excellent progress. Sixth form students also make a very positive contribution to the whole-college community.
- Spiritual, moral, social and cultural education is outstanding. It is an integral part of the culture of the college and plays a major part in students feeling well prepared for the next phase of their education and for life in modern Britain.
- Teachers use information about students to plan lessons well. However, not all teachers use the college's recently introduced procedures for planning to accelerate students' learning even further.

Information about this inspection

- Inspectors observed part lessons, two of which were observed jointly with members of the senior leadership team. They also undertook a series of shorter observations when they walked around the college, including to evaluate the behaviour and attitudes of students.
- Discussions were held with the Principal, members of the senior leadership team, staff and members of the governing body.
- Inspectors spoke with students in lessons and around the college, at change over in lessons, break and lunchtimes. They also spoke formally with four groups of students about their experiences in college and the education they receive.
- Inspectors observed the colleges' work and reviewed policies, college self-evaluation and improvement planning, monitoring and performance documents, safeguarding information, minutes of meetings of the governing body, information about students' progress and samples of their work.
- Inspectors took account of 213 responses to the on-line questionnaire (Parent View) as well as 112 responses to the staff inspection survey.

Inspection team

Edwin de Middelaer, Lead inspector	Additional Inspector
Neil Mackenzie	Additional Inspector
Judith Tolley	Additional Inspector
Marcia Harding	Additional Inspector
Ramesh Kapadia	Additional Inspector

Full report

Information about this school

- All Hallows Catholic College is a larger than average size secondary academy with a sixth form.
- Most students are of White British heritage. There is a much smaller proportion than average of students from minority ethnic groups and who speak English as an additional language.
- All Hallows converted to become an academy on January 1 2013. Its predecessor college was also named All Hallows Catholic College and was last inspected by Ofsted in April 2011 and judged to be outstanding.
- The proportion of students who are disabled or who have special educational needs is average for secondary schools.
- The proportion of disadvantaged students who are supported through the pupil premium funding is lower than average. The pupil premium is additional funding to provide support for students who are known to be eligible for free school meals and those who are looked after by the local authority.
- No students below sixth form age attend offsite alternative provision. Some sixth form students take part in a wide range of non-qualification work placements.
- The college is a founding member of the Holy Family of Nazareth multi-academy trust. It is also a member of a cluster of church schools known as the All Hallows Learning Community. The college contributes to the work of three teaching school alliances.
- The Principal provides support to St Alban's Catholic Primary, St Chad's Catholic and Church of England High School, Savio Salesian High School and Reddish Vale High School.
- The college meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Raise achievement even further by ensuring that all teachers use the information they have about students and their previous learning to plan and teach lessons that enable all students to make the same rapid progress that the vast majority do currently.

Inspection judgements

The leadership and management are outstanding

- Senior leaders, led by the Principal and governors, have established a culture of high expectation, integrity and ambition within the college. They are determined that students will achieve their potential as learners and reach the best standard. This culture is shared by staff and students and is at the core of the college's drive to continuously improve. The impact of this is students' learning and progress are outstanding and they show excellent attitudes when in college.
- Senior leaders have a very accurate view of the performance of the college. Leaders are highly skilled at working with staff to improve their teaching, so that it captures students' interest and involves them in their learning. The leadership of teaching is outstanding, due to a rigorous monitoring of performance linked to a comprehensive professional development programme for staff. Teachers are held to account for the achievement of students they teach and have tailored professional development to support them in doing so. It is clear that pay progression is linked to improved teaching, leadership and achievement. In the rare event of any underperformance, it is swiftly and appropriately managed.
- Middle leadership is a strong feature of the college. Department heads are committed to the college's vision, are focused on improving teaching and outcomes for students and have an excellent knowledge about how well students and teachers perform within their areas of responsibility. They model impeccable standards through their work and have the highest aspiration for the college and its students. They are very clear about their roles, are ambitious and understand what they are expected to do in order for the college to improve further. The college has excellent capacity for improvement as a result.
- The curriculum is a real strength of the college. It is designed to meet the needs of students, ensure rapid progression for them, prepare them for the next phase in their education or training and it also ensures that they are prepared for life in modern Britain. It develops their basic skills as well as those they will rely on in the future, for example, working with others, problem solving, information and communication technology and their social skills. It provides excellent opportunities for academic and personal development. There are many additional opportunities for students to pursue their interests and develop new ones, as well as experience the cultures of other countries.
- Students' spiritual, moral, social and cultural development is outstandingly well promoted and pervades the life of the college. It is strongly promoted through the curriculum as well as the culture of the college. There are many opportunities for students to reflect on spiritual issues through the college's ethos as a faith school. It is an exceptionally strong feature of how well the college promotes equality of opportunity for all.
- The careers education and guidance students receive very effectively supports them in making choices about their next steps in education or training both at the ages of 16 and 18. Students in many year groups, including in the sixth form, spoke of the value of this independent advice and guidance they received from the college, and how it helped them in their career paths and choices.
- The college supports other schools in the wider system and does this extensively. The Principal and leaders readily support local schools and others where they can and have a very positive impact on their outcomes.
- Leaders are rigorous in their monitoring of the use of pupil premium funding and the impact that this spending has on outcomes for disadvantaged students. They ensure that it is used to provide effective support for disadvantaged students that enables them to make the same excellent progress as other students.
- The college receives valuable support from external consultants it employs to evaluate the college's effectiveness and to plan for its further improvement.
- There are highly effective safeguarding procedures which protect and ensure the safety of students, and which fully meet government requirements.
- Leaders rigorously monitor the progress, attendance, behaviour and safety of sixth form students at any work placements they attend.
- **The governance of the college:**
 - Governors are highly effective in their role and governance is outstanding. They are clear about their responsibilities and are fully involved in establishing the college's ethos, vision and ambition. The governing body has a comprehensive training programme to enhance governors' skills. They are knowledgeable, hold leaders to account extremely well and provide excellent support, working alongside them to contribute to and monitor the college's improvement.

- Governors are very clear about the college's strengths and areas for improvement. They ask astute questions of both senior and middle leaders about performance and outcomes, as clearly evidenced in the minutes of their meetings. For example, they have previously requested a review of pupil premium spending and its impact and recently a review of mathematics. Governors understand the college's and national comparative performance data and what it means, as well as the quality of teaching throughout the college. They are active in performance management, and ensure that this and pay progression, is rigorous, fair and consistently applied across staff, rewarding only those who perform well.
- The governing body manages the college's resources and finances very closely, ensuring that there are sufficient controls in place to guarantee probity and detailed financial planning for sustainability. Governors measure the impact of the use of extra funding, particularly the pupil premium and Year 7 catch-up funding.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of students is outstanding. They arrive at lessons promptly and get on with their work willingly, demonstrating a thirst for learning. Expectations of students' behaviour are high and students rise to these and take responsibility for their behaviour. They show consistently excellent attitudes to learning which create in them a very strong desire to do outstandingly well and produce their best. Low-level disruption is very rare. Staff manage students' behaviour extremely well and use the college's system of rewards and sanctions consistently well in lessons.
- Outside lessons, students behave extremely sensibly during the changeover of lessons, during lunch and break times. Students are very considerate of each other and adults and establish highly positive relationships. They are very polite and respectful and readily adopt the college's culture of tolerance for others. Students are keen to say how proud they are of the college and how much they enjoy college.
- Staff, students and parents have a very high opinion of behaviour and how positively this contributes to students' learning and enjoyment. Bullying or any form of discrimination is infrequent and vigorously discouraged. On the rare occasions it does happen, instances are dealt with swift and effectively. A typical student comment was, 'the college is as perfect as I think it can be.'
- Students learn about democracy, justice, tolerance and respect for others in assemblies and lessons. In Year 8, students studying slavery had an in-depth debate about the rights of individuals and wrongs of slavery, and finally the reasons for its abolition.
- Students with special educational needs or who are vulnerable, receive excellent care and support from staff within the college to make good or better progress.
- Attendance has improved significantly over time and is now above the national average, and the attendance of disadvantaged students has made particular improvement over the last year, due to the college's focus on supporting them.
- Behaviour in the sixth form is also outstanding. Sixth form students have excellent attitudes to learning and make a significant contribution to the life of the college through a range of mentoring and support they give to other students as well as their work in the community.

Safety

- The college's work to keep pupils safe and secure is outstanding. The college is meticulous in its efforts to keep students safe, able to identify any risks and so prevent any harm.
- The college has highly successful systems in place to ensure all aspects of safety are rigorously monitored. All leaders are diligent about safeguarding and keeping students safe. The college works closely with other agencies to ensure students are safe and supported very well.
- The college is highly effective in supporting students to understand potential risks and how to protect themselves against these, whether they are linked to the use of the internet or the misuse of substances.

The quality of teaching

is outstanding

- The outstanding quality of teaching enables students to make rapid progress in almost all subjects throughout the college. Evidence gathered from observing lessons and analysing students' work and

performance data confirm this quality of teaching.

- Teachers know students very well and have very high expectations of them and what they can achieve. This has embedded a culture of success and excellence in achievement throughout the college. Students respond extremely positively to this and are enthusiastic learners and take responsibility for their work and progress. They are keen to achieve the high targets set for them and do well. However, not all teachers use the information they have to plan and teach lessons that ensure the best possible progress for all students in all lessons. Leaders are aware that they need to embed this practice even more deeply in all lessons.
- Teachers are systematic in helping students to learn. Consequently, students reinforce their learning regularly and develop greater understanding and new skills, which they then can apply to their work. They intervene very appropriately to help those students who are in need of extra support and check their progress regularly in order to accelerate their learning. Teaching assistants are well deployed and effective in supporting students who are disadvantaged or who have a disability or special educational needs, to learn and make outstanding progress over time.
- Teachers use appropriate strategies to develop students' self-confidence in their ability to learn. They support this through checking students' understanding and ensuring students reflect upon their learning and assess what they need to do next to improve further. Good, extended answers to questions are expected of them. There were many instances of students working cooperatively to extend their learning even further and to support that of others.
- Written feedback in students' books is of a high quality, enhances learning and is a key factor in students making rapid progress. It supports students' understanding of both how well they are doing and what they need to do next to improve further in order to reach the college's 'flight path' targets set for them.
- The teaching of literacy is a strong focus for the college. It is highly effective and has a significant impact on students' learning and progress. In Year 11 science, students were asked to explain using technical language about the transfer of different types of energy and define key words to others, and write such explanations down in their answers. The teaching of numeracy is also highly effective, especially in subjects such as science, technology and business studies. Teachers promote numeracy well through requiring students to apply their mathematical skills and understanding to solve real-life problems in these subjects.
- The most able students are consistently challenged and teachers expect them to produce a very high standard of work. They respond to this challenge and are very motivated learners, keen to reach the very high standards expected of them, and so are able to apply their knowledge and skills to their work in an exceptional manner. In Year 10, the most able students used advanced techniques for gathering ideas and concepts to explain their thinking, which they then used as a class resource to collect ideas to add to mind maps on which they based their essay planning, linked to achieving the highest grade in their examination. This collaborative approach, skilfully guided by the teacher, ensured all were fully engaged and challenged.
- Teachers have excellent subject knowledge which they use very effectively to make lessons interesting and engaging for students. They use this well to adapt their teaching and support students to make even better progress.
- Homework is set regularly. As well as reinforcing what students already know, it challenges them, deepens their thinking and aids their reflection on what they have learnt.

The achievement of pupils

is outstanding

- Students' attainment on entry to Year 7 is above average in most years and subsequently they make rapid and sustained progress. Attainment in GCSE examinations has been consistently above average and significantly so in a wide range of subjects. Students do particularly well in English and increasingly so in mathematics. Inspection evidence shows students' performance continues to be well above average overall and that they continue to make rapid progress. Over time, the proportions of students making expected progress and exceeding expected progress are high in English and mathematics.
- The college has a small number of disadvantaged students, most of whom have complex needs. These students make the same rapid progress as others in the college and their achievement compares favourably with other students nationally. The gap in attainment between disadvantaged students and other students nationally is closing rapidly and current data show this is now less than a GCSE grade in both English and mathematics. The gaps in attainment between disadvantaged students and other students in the college have also been closing rapidly and current data shows this continues to be the

case. In English, the gap has closed from over one GCSE grade to two-thirds of a grade and in mathematics from one and a half grades to less than one grade.

- Students who are disabled or who have special educational needs make outstanding progress over time at college. They are very well supported both academically and in their personal development, and are extremely well prepared for the next stage in their education. The curriculum is well matched to their needs, and their learning and progress is outstanding, as a result of this provision.
- The most able students make outstanding progress in English, mathematics and a range of other subjects. This is because of the highly effective teaching they receive, a very relevant curriculum, the wide range of experiences they have at college and the rigorous monitoring of progress by senior leaders.
- No students were entered early for examinations in 2013 or 2014.
- Students improve their literacy and numeracy skills consistently in all subjects. In nearly all the work analysed it was apparent that students apply their reading and writing skills very effectively to enhance their achievement. They apply their mathematical skills equally effectively.
- Year 7 catch-up funding is used well and targeted appropriately. Students supported by the funding make significant progress in English and mathematics during Year 7. The college continues to support students in Year 8 to accelerate their learning even further.
- The small numbers of students who speak English as an additional language make the same rapid progress as others in the college.
- Leaders rigorously monitor the progress of the sixth form students when on work placement.

The sixth form provision

is outstanding

- Students in the sixth form achieve exceptionally well in a wide range of subjects and courses. The college offers a wide range of appropriate courses that meet the needs of students in the sixth form. Students make outstanding progress from their starting points to achieve outcomes above the national average. They are extremely well prepared for their next phase in higher education or training. Retention rates are above average. The small numbers of students who do not achieve a C grade in English and mathematics at GCSE in Year 11 retake the subject in the sixth form. The achievement of some sixth form students is considerably enhanced by the varied, wide-ranging work experience. This contributes not only to their understanding of different occupations and careers, but also to their personal and social development.
- Teaching is outstanding overall. Teachers use their impressive subject knowledge to involve students and challenge them to reach the high standards set for them. Teachers review and assess students' work frequently to ensure that all understand how well they are doing and have precise feedback about what they need to do to improve further. Students are provided with ample opportunities to improve their work and this contributes to their rapid learning and progress.
- Students have excellent attitudes to learning and take great pride in and full responsibility for their work. They take up many of the opportunities offered to them, make excellent use of study time and often work collaboratively to help each other assess and improve their work. Students contribute well to the college community by supporting the learning and development of others, doing voluntary work locally and for a clinic in India, as well as a range of other charitable activities. They take part in appropriate, non-qualification activities and learning in order to ensure that they are well prepared for life in modern Britain. Students feel extremely safe in college and are very aware of risks and how to keep themselves safe, and they also support the safety of younger students.
- Leadership of the sixth form is outstanding, ensuring that there is extremely effective teamwork, with an unrelenting focus on ensuring all students achieve their best. Students' progress is tracked and monitored to ensure that they are constantly challenged and meeting targets. Those who are not have tailored support to help them accelerate their learning.

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 college, 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 college. This school will receive regular monitoring by Ofsted inspectors.</p>

College details

Unique reference number	139139
Local authority	Cheshire East
Inspection number	449229

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
College category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,227
Of which, number on roll in sixth form	200
Appropriate authority	The governing body
Chair	Mrs J Feely
Headteacher	Mr A S Billings
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01625 426138
Fax number	01625 468126
Email address	admin@allhallows.org.uk

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