

Inspection of a good school: All Saints' Catholic High School

Granville Road, Sheffield, South Yorkshire S2 2RJ

Inspection dates:

10 and 11 October 2023

Outcome

All Saints' Catholic High School continues to be a good school.

The headteacher of this school is Sean Pender. This school is part of St Clare Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Davies, and overseen by a board of trustees, chaired by Kevin Smith.

What is it like to attend this school?

A strong ethos of warmth and respect pervades this school. Opportunities are taken to reinforce this throughout all aspects of school life. Most pupils feel happy and safe. Bullying is rare and quickly dealt with if it occurs. Pupils have caring relationships with staff and trust them if they need help.

Pupils show respect towards each other and adults. They are taught about Christian values and inclusivity. In the words of one pupil, speaking on behalf of many others, 'Everyone is accepted here.' Pupils learn about dangers such as online grooming and how to keep themselves safe. They enjoy a wide range of clubs, hobbies and sporting activities, such as basketball and boxercise. Older pupils are encouraged to support younger pupils at the school.

The school has ambition for all pupils, including the most vulnerable, to achieve their potential. Pupils in key stage 4 and students in the sixth form study a wide range of courses that prepare them well for the future. New teaching strategies are being introduced to improve the progress that pupils make, and these are beginning to have impact. The school recognises that there is still more work to do to improve pupil outcomes further and embed new strategies and procedures.

What does the school do well and what does it need to do better?

The school has a great deal of ambition for young people. The school provides a curriculum that offers many different courses and opportunities at key stage 4 and key

stage 5. The curriculum is designed to ensure that as many pupils as possible study the English Baccalaureate set of subjects.

Pupils are prepared for the rigour of academic qualifications throughout each key stage. In most subjects, curriculum plans are well developed and logically sequenced. However, the depth to which pupils are exposed in some topics in key stage 3 is variable. In a small number of subjects that become optional at key stage 4, pupils stop their learning in Year 8. Where this happens, they have limited time to study some topics in sufficient depth.

The curriculum is delivered by enthusiastic and knowledgeable teachers. Teachers receive training in how to adapt their teaching to meet the needs of all pupils. For example, concepts are broken into small chunks, and modelling is used to make new ideas easier for pupils to understand. However, some teaching strategies are newly introduced and are not consistently delivered across all lessons or key stages. Pupil outcomes are continuing to improve in GCSEs and other qualifications at the end of Year 11. The school is also strengthening the delivery of the curriculum in the sixth form.

The needs of pupils with special educational needs and/or disabilities (SEND) are prioritised. New leadership of SEND provision has accurately identified improvements that need to be made. There are early signs that new strategies are having an impact. Many pupils with SEND feel well supported. For example, a pupil explained to an inspector how support from the school has helped them overcome their emotional difficulties to an extent that they can now support younger pupils with similar problems.

Reading is a strength of the school. Pupils who struggle to read are quickly identified and provided with a range of interventions. As a result, they make rapid progress. Sixth-form students are provided with training and they assist younger pupils with reading interventions.

Most pupils behave well in lessons and as they move around the school. They are considerate and polite to each other and to adults. Very occasionally, some low-level disruption occurs in some lessons, but this is rare. Bullying is also rare, but dealt with quickly when it occurs.

Pupils benefit from a strong programme of personal development. They receive regular lessons, tutorials and assemblies that address themes such as healthy relationships, drug misuse, consent and misogyny. Most pupils remember what they have been taught. Pupils have opportunities to engage in a wide range of clubs and activities, such as debating, sewing, Lego construction and the Chemistry Olympiad.

Pupils have opportunities to visit universities, employers and training providers in order to consider their next steps. In some cases, the timing of career experiences could be improved. This would ensure that pupils are well briefed before making subject option decisions.

Students in the sixth form can study courses from a broad programme that has been recently redeveloped to meet their needs and ambitions. They are educated about pertinent themes that are appropriate to their age, such as consent. They are also

encouraged to take up leadership positions at the school, such as becoming a prefect or supporting younger pupils in the school.

Governors provide effective challenge to senior leaders and hold them to account for improving the school. Where there needs to be a keen focus of development, the school has provided appropriate leadership to bring about improvement. The trust has taken over many financial and site management responsibilities, ensuring that governors and senior leaders are free to concentrate on school improvement. The school now needs to ensure that there is rigorous quality assurance of school improvement initiatives that have been recently introduced.

Staff talk of a sense of 'family' and have loyalty towards the school. Staff feel that although workload can be challenging at times, they are generally well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In optional subjects, pupils may choose to discontinue their study at the end of Year 8. In some cases, this results in pupils studying curriculum subjects in less depth during key stage 3. The school should ensure that the curriculum provides consistent depth of coverage across different subjects throughout key stage 3.
- New pedagogical methods that help pupils to know and remember more are not yet fully refined or embedded across the curriculum. This means that some pupils do not consistently retain the knowledge needed to make good progress. The school should further develop and embed pedagogical methods that help pupils retain information and form links between different topics.
- The school has introduced several new systems, processes and initiatives to improve the quality of education and wider aspects of the curriculum. Methods of assuring leaders of impact are not yet fully developed. The school should ensure that rigorous quality assurance procedures are embedded to support leaders to monitor the impact of these changes.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138337
Local authority	Sheffield
Inspection number	10290206
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,398
Of which, number on roll in the sixth form	357
Appropriate authority	Board of trustees
Chair of trust	Kevin Smith
CEO of the trust	Steve Davies
Headteacher	Sean Pender
Website	www.allsaints.sheffield.sch.uk
Dates of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- The most recent inspection of the school took place in April 2018, when the school was judged to remain good.
- The school is of Roman Catholic denomination.
- The school's most recent section 48 inspection for schools of a religious character took place in May 2023.
- The school has been part of St Clare Catholic Multi Academy Trust since 2022.
- The headteacher has been in post for six years.
- The school has an integrated resource for pupils with SEND. The resource provides support for pupils with physical disabilities.
- The school uses three unregistered alternative providers of education.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. They met with leaders from St Clare Catholic Multi Academy Trust and leaders from the Diocese of Hallam.
- Inspectors carried out deep dives in science, design and technology, geography and English. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND were addressed. They observed pupils at various times of the school day.
- Inspectors spoke to representatives of the alternative provisions used by the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Chris Carr, lead inspector

His Majesty's Inspector

Thomas Wraith

His Majesty's Inspector

Gordon Watts

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023