

Inspection of All Hallows Catholic College

Brooklands Avenue, Macclesfield, Cheshire SK11 8LB

Inspection dates: 19 and 20 November 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Timothy Beesley. This school is part of Our Lady Help of Christians Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Mountcastle, and overseen by a board of trustees, chaired by John Kalnins.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2014.

What is it like to attend this school?

Pupils, including students in the sixth form, thrive at All Hallows Catholic College. The school's mission, for pupils to 'aspire not to have more but to be more', underpins every aspect of school life. Pupils show respect and compassion for others. They have warm relationships with staff. Sixth-form students act as exemplary role models.

The school has high aspirations for all pupils, including those who are disadvantaged or those with special educational needs and/or disabilities (SEND). Pupils are expected to achieve well, and most do.

Pupils behave well in lessons and around school. They know that any discriminatory behaviour will not be tolerated. If this type of behaviour does happen, pupils are confident to report incidents. They know that the school will deal with them effectively. Pupils feel safe and well cared for in school.

Pupils are grateful for all the opportunities that the school provides for them to develop their confidence, skills and talents. These include sports clubs, choirs, a tactical games club and the Duke of Edinburgh's Award. There are lots of opportunities to take on responsible roles, such as being anti-bullying ambassadors or members of the 'Eco-Council'.

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

The school provides a broad and ambitious curriculum. In key stage 4, high priority is given to the English Baccalaureate suite of subjects. The school offers an equally broad curriculum in the sixth form, which enables students to study both academic and vocational courses. When necessary, a small number of pupils with SEND follow ambitious personalised curriculums that meet their needs well.

The curriculum sets out the important knowledge that pupils will learn and the order in which this content should be taught. This ensures that pupils' knowledge builds on what they already know. Teachers use their strong subject knowledge to present new ideas clearly. They routinely check that pupils remember what they have been taught and they swiftly address any misunderstandings and gaps in knowledge. As a result, pupils learn well in many subjects.

In the sixth form, teaching is skilfully adapted to the needs of all students. Consequently, students produce work of a high quality. They described exceptional academic and pastoral support. Students in the sixth form are well prepared for higher education and employment. Those students on vocational courses attain particularly well.

The school identifies pupils with SEND accurately and provides detailed information about their additional needs to teachers. In many cases, teaching is carefully adapted to ensure that pupils with SEND learn the curriculum well. On some occasions, however, teachers do not adapt their practice well enough. When this happens, some pupils do not learn as well as they could.

The school has made reading an important part of school life. It has ensured that pupils who find reading more of a challenge are given skilful and effective support. This helps them to become more confident and fluent readers. Lessons in the library and reading in form time give pupils opportunities to read for pleasure. Teachers help pupils to develop subject-specific vocabulary. Sixth-form students are given opportunities to supplement their courses with wider reading.

The school has created a calm and orderly environment. By rewarding the behaviour that they wish to see, staff ensure that pupils know what is expected of them. Staff apply the school's behaviour routines consistently well.

Leaders have expanded staffing capacity to ensure that pupils' attendance is carefully monitored. Staff seek to understand any barriers to attending school in each case. They provide effective support to pupils and their families to overcome these. Consequently, persistent absence has reduced, and most pupils attend school well.

The school's programme to support personal development is extraordinary. Pupils develop a strong sense of responsibility and a clear moral compass. They are actively involved in a range of charitable work, including supporting local food banks and a clinic in India. Many sixth-form students volunteer, either in school or in the local community. Pupils learn about topics such as healthy relationships and consent in an age-appropriate way. They value the wide array of extra-curricular trips offered by the school. Pupils benefit from a comprehensive careers programme. Sixth-form students are well educated about higher education, apprenticeships and employment.

Trust and school leaders have a strong, shared understanding of the values and ethos of this school. Governors visit regularly and know the school well. This ensures that leaders are both challenged and supported. Staff feel well supported in managing their workload and they value the opportunities that they are given to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, staff do not adapt their delivery of the curriculum well enough to support pupils with SEND. When this happens, some pupils do not receive the support they need to learn the curriculum as well as they should. The school should ensure that staff are suitably equipped to adapt their teaching practice to meet the needs of all pupils.

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	139139
Local authority	Cheshire East
Inspection number	10348278
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	1251
Of which, number on roll in the sixth form	183
Appropriate authority	Board of trustees
Chair of trust	John Kalnins
CEO of the trust	Mark Mountcastle
Principal	Timothy Beesley
Website	http://www.allhallows.org.uk/
Dates of previous inspection	3 and 4 December 2014, under section 5 of the Education Act 2005

Information about this school

- This school is part of Our Lady Help of Christians Trust.
- The school is part of the Diocese of Shrewsbury. Its last section 48 inspection took place in March 2023. The school is awaiting confirmation from the diocese of when the next section 48 inspection will take place.
- The school currently uses two registered providers of alternative provision.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school 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.
- 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.
- The lead inspector met with members of the local governing body, including the chair of governors. She also spoke with the chair of the trust board, the CEO of the trust and the school's improvement partner.
- During the inspection, inspectors met with the principal. They also met with other senior and middle leaders, including those responsible for safeguarding, SEND, behaviour, attendance, personal development and the sixth form. An inspector spoke with leaders at the alternative provisions used by the school.
- Inspectors carried out deep dives in these subjects: art and design, English, history, mathematics, modern foreign languages and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also discussed the curriculum and visited lessons in some other subjects.
- Inspectors spoke with groups of pupils about their experiences at school and their views of behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation document, the school's improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Stephanie Gill, lead inspector	Ofsted Inspector
Paula Crawley	Ofsted Inspector
Sanjay Patel	Ofsted Inspector
David Roberts	Ofsted Inspector
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