



DIOCESE OF
SHREWSBURY

DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: All Saints Catholic College
Address: Birch Lane
Dukinfield
Cheshire
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Tel No: 0161 338 2120

URN: 139735

Headteacher: Mr A Diamond

Chair of Governors: Mr S Secretan

Date of Inspection: 21 & 22 October 2021

Inspectors: Mrs A Burrowes
Mrs A Appleton
Mrs J Beever (shadow)
Mr J Doust (shadow)

Mission Statement

We are a Catholic community dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations. We work together as a family through mutual respect so that everyone succeeds academically and grows spiritually.

SCHOOL: All Saints Catholic College Dukinfield

DATE OF LAST INSPECTION: 27th and 28th March 2017

JUDGEMENT FROM PREVIOUS INSPECTION: Requires Improvement

AREAS FOR DEVELOPMENT FROM PREVIOUS INSPECTION

1. Develop a Strategic College Development plan for Religious Education and the Catholic Life of the college to help the college prioritise future actions and spending implications.
2. Ensure 10% curriculum Religious Education time for all year groups with increased specialist staffing in KS3.
3. Revisit the Core Values with staff and pupils so that their impact is understood within the context of the Gospels and the Catholic mission of the college.
4. Provide Chaplaincy provision within the college with a clearly defined and costed structure which ensures a coordinated approach offering continuity and development across the college.
5. Develop and sustain links with parishes to ensure that sacramental provision can be made available, and the Eucharist can be celebrated on a regular basis.
6. Consider the impact of option choices in KS4 and how they impact on groupings within Religious Education and the delivery of the curriculum

PROGRESS MADE WITH AREAS FOR DEVELOPMENT FROM THE PREVIOUS INSPECTION

- A Strategic College Development plan for Religious Education and the Catholic Life of the college has been developed, which identifies the priorities for future actions and spending. Systems which monitor and evaluate the impact of actions taken, will strengthen the strategy.
- The college ensures that curriculum time for Religious Education is in line with requirement.
- The Core Values of the school are known, and they were evident in abundance during the pandemic when the whole school community worked together to support and care for each other, especially those that were vulnerable and disadvantaged.
- The leadership of the college have committed to developing Chaplaincy provision although this is currently limited due to the time allocated to the role.
- Renewed energy and commitment are improving the links with parishes and, post pandemic, the Eucharist will be celebrated more regularly with pupils.
- The KS4 curriculum is appropriate, and the Religious Education GCSE is a core subject for all pupils.

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

2

This is a good Catholic school

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

Summary of key findings:

- All Saints Catholic College is a good college and the whole community is committed to the ongoing improvements required to take the college forward.
- There is a strong sense of ethical leadership and decision making which ensure that all pupils have access to the same experiences and opportunities regardless of their background.
- The newly formed Senior Leadership Team are excited about the opportunity they have to continue to improve the college and offer their pupils the opportunities, resources and facilities they need to become the person God is calling them to be.
- The Mission Statement inspires staff and pupils to 'work together as a family' and the commitment to ensuring all pupils to 'succeed academically and grow spiritually' is owned by everyone.
- Pupils are known and cared for as individuals.
- The pupils are very proud of their college, and all spoke of the welcome, support and care they receive daily.
- Standards of behaviour observed in lessons and around the college are good and pupils genuinely support each other to do their best.
- Students make good progress in Religious Education.
- There is some effective chaplaincy provision, although limited due to time allocated to the role. The leadership of the college are aware of the potential for the development of prayer and liturgy across the college with further investment.
- Links with parishes and partner primary schools are improving and remain a priority for the college.

What the school needs to do to improve further

- Develop Chaplaincy provision to enable increased opportunities for pupils to experience a wide range of prayer and liturgical experiences and explore their spirituality in greater depth.
- To provide opportunities for pupils to prepare and lead worship across the college.
- To continue to develop systems to quality assure all aspects of Catholic education so that impact can be evaluated and inform ongoing plans and investment.

Information about the Inspection

The Inspection of All Saints Catholic College was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspectors reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the college
- The quality of provision for the Catholic Life of the college
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the college
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the college

The inspection was carried out by two inspectors over two days:

There were two shadow inspectors, and the process was quality assured throughout by the Diocesan Schools Commissioner

The inspectors

- Scrutinised a wide range of documentation made available before, and on request, during the inspection, including the Diocesan Self Evaluation Form (DSEF), departmental and whole College Development Plans, quality assurance records for the Religious Education department, Prayer and Worship planning and resourcing and relevant college policies.

- Held two preparatory phone calls with the headteacher before the inspection.
- Met with headteacher and SLT, executive headteacher, Chair of Governors and members of the Governing Body, a parish priest, college Business Manager, SENDCo, Head of Year, a range of subject teachers, Duke of Edinburgh Coordinator.
- Met with parents from pupils across all year groups.
- Met with Student Voice from all year groups.
- Observed all five Religious Education teachers across all year groups and abilities.
- Attended two Year group assemblies and a range of Form Tutor periods.
- Scrutinised a selection of Religious Education books and saw some assessment data to ascertain progress.
- Received responses to staff questionnaires, which were collated and analysed.
- Observed pupil behavior in corridors and the dining area, though access around the college was limited due to Covid restrictions.

Information about this school

- All Saints Catholic College is a smaller than average Catholic Academy with 765 pupils on roll; 30% of the pupils are baptised Catholics, 29% from other Christian denominations and 10% from other faith backgrounds with the remainder not identifying with any faith.
- Most pupils are White British heritage with high levels of disadvantage and low levels of pupils with English as an Additional Language. 32% of pupils are in receipt of Free School Meals and 12% of pupils are registered as having Special Educational Needs. The school is set to increase their Pupil Admission Number to 180 and have secured additional funding to improved Science and PE facilities.
- There are 47 members of the teaching staff of whom 36% are Catholic. There are 4 fulltime teachers of Religious Education and 1 part time.
- Since the last denominational inspection, the college has undergone some significant changes. The current Senior Leadership Team is newly formed with the headteacher securing the substantive post in November 2020, the deputy headteacher September 2021 and two external appointments into assistant headteacher roles this year.
- In July 2018 an Ofsted Section 5 inspection removed special measures and judged the college as Good. The last two academic years have been impacted on by the Covid pandemic and there has been disruption to all areas of school improvement and life.
- The Leadership of the college have navigated the school community through the challenges of the pandemic with skill and compassion and the strong sense of community is palpable across the college.
- The parishes served by the college are:
 - St Mary's, Dukinfield
 - St Paul's, Hyde
 - St Peter's, Stalybridge
 - St Raphael's, Millbrook
 - St James', Hattersley

Full report – inspection judgments

CATHOLIC LIFE

The Catholic Life of the school is good

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- The pupils are proud of their college and its values. They articulate, with enthusiasm and passion, the sense of belonging to the All Saints family that they experience daily and the consistent and genuine care and compassion that they are shown. They demonstrate a commitment to each other and live out the values that underpin all areas of their college. They see that they each have a role and responsibility in contributing to the joyful ethos that permeates the college.
- Pupils are respectful of each other, the staff and the college environment and actively participate in ongoing discussions and decision making around how to continue to improve their college.
- The overwhelming ethos of the college is one of compassion and understanding and pupils know that when things go wrong, they will be supported and given the opportunity to start afresh.
- Behaviour in and around college is good and there is a friendly, respectful atmosphere.
- Pupils speak positively about the opportunities offered by the Chaplain, Religious Education department and other teams in the college to participate in a range of opportunities, e.g. retreats and would welcome a wider range of additional options and opportunities e.g. different experiences of prayer.
- Pupils value and respect the Catholic tradition of the college and most pupils are able to express a pride in their own religious and cultural identity and beliefs.
- The college Mission Statement clearly sets out the intention that every pupil will be given the opportunity to fulfil their ambitions and exceed their expectations. For this to happen they are each seen as unique and precious individuals to be nurtured and valued.
- The pastoral support is a particular strength of the college and contributes greatly to the Catholic ethos. Staff work hard and with genuine care to give pupils the best possible experience in college. They know their pupils well and are aware of their backgrounds and needs going the extra mile when needed.
- The quality of relationship that exists between staff and pupils is very positive and the whole community is committed to the Catholic Life and mission of the college. Pupils told us that people would know that All Saints was a Catholic college because of the 'nice way people treat each other'.
- Staff are acutely aware that transition to secondary school was interrupted for Year 7 and 8 and so a total immersion of the 'All Saints Way' using common language, imagery and key messages about tolerance and kindness for these pupils meant they quickly experienced the sense of welcome and belonging that characterises this college.
- An investment in the college environment has meant that the college reflects the Catholic character through signs, symbols and visual support and inspiration.
- The Chaplaincy provision is limited but effective in supporting and promoting the Catholic Life of the college.

- Leaders are committed to looking at how this can be developed further and are aware of the significant positive impact increased Chaplaincy provision would have on the Catholic Life of the college.
- The development of the Catholic Life of the college is viewed by leaders and governors as core to their future vision and mission of the college. It is given priority in the college's self-evaluation and planning and the potential for future investment to further enhance the Catholic Life of the college is welcomed.
- The governors are very experienced and totally committed to All Saints at every level. They are ambitious for the future of their college and demonstrate wisdom and understanding in ensuring that the pace of future decisions is in line with the changing landscape across the Diocese.
- All newly appointed staff receive individual support from the Head teacher on the Catholic ethos and expectations of working in All Saints Catholic College and those new staff spoken to were extremely positive about this experience. The knowledge and understanding of the Catholic tradition and liturgical year, however, is varied amongst staff and an ongoing programme of formation for all staff, particularly at key times in the liturgical calendar would be informative and nurturing.
- Parents are supportive of the college and feel that they also belong to the family of All Saints. They know what the vision and mission of the college is and speak of how happy their children are at the college. Support for those pupils with Special Educational Needs is particularly appreciated and valued.

RELIGIOUS EDUCATION

Religious Education is good

2

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

- The Subject Leader for Religious Education is an experienced, committed, and capable leader. She has a clear vision for the Religious Education department and sees her role as to 'serve the children'. She is proud of the department and her team.
- The Subject Leader knows her department well and the quality assurance processes are robust and effective. They include work scrutiny, lesson observations and collaborative planning. Departmental meetings focus on improving teaching, learning and assessment.
- Assessment data is analysed and effectively used to inform planning and identify pupils for intervention programmes.
- GCSE outcomes are good and there is a steady trajectory of improvement which is predicted to continue.
- The Departmental Improvement Plan is appropriate and would be further strengthened by detailing the intent and implementation of the curriculum and the systems for evaluating impact.
- There is a detailed curriculum map for Years 7-11. The content is informed by the Curriculum Directory and 'The People of God'. The curriculum allocation is 12%, as the department also delivers an element of the RSE curriculum. The department, and Form Tutors, are completing the online training to ensure that they are delivering high quality lessons using the *TENTEN programme*.
- During time away from college, due to Covid, the department provided a blended learning offer with live teaching via Teams and audio PowerPoints. Pupils submitted work via *Show My Homework*.
- On return the curriculum plans have been adapted to address identified gaps in learning. Students spoken to during the inspection feel confident that they have been supported to 'catch up' in Religious Education.
- Pupils report that they enjoy their Religious Education lessons and particularly those activities which enable them to discuss issues that they are interested in and challenged by.
- Lessons observed linked to the curriculum map and were well planned.
- All staff are confident in their subject knowledge. One lesson saw the teacher explaining the doctrine of double effect following a question from a pupil.
- Students are well behaved and focused and enjoy their Religious Education lessons. Most are actively engaged and respond to and ask questions which demonstrate their interest and progress.
- There is pace to most lessons and pupils would benefit from having more time to think, consolidate and complete tasks.
- Teachers use a variety of strategies to assess that pupils understand and are making progress in lessons and the positive interaction between teacher and pupils results in skillful questioning that is both celebratory and developmental.

- Books from pupils across all years and abilities show a variety of tasks and activities and pupils take great pride in their work.
- There is some evidence of stretch and challenge in student's books e.g., the topic of covenants.
- Pupils are given the opportunity to reflect on their learning and the feedback following assessments is personalised and effective in supporting them to make progress.
- Pupils are encouraged to read in lessons and are praised for doing so. There are extended writing opportunities for pupils in Key Stage 3 and the key ideas, concepts and skills being embedded will support pupils as they move into the GCSE course.
- Pupils hold their Religious Education teachers in high regard and know they expect high standards of behaviour and work in their lessons
- The Leaders, including governors, see Religious Education as the 'core of the core' and the resourcing of the department is comparable to other core subjects.

COLLECTIVE WORSHIP

Collective Worship is good

2

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

- Prayer and liturgy have been impacted over the last two academic years by the pandemic. Years 9 – 11 are able to reflect on experiences pre- March 2020 as well as their current experience.
- Collective worship is part of the life of the college and prayer is included in almost all areas of college life.
- Pupils are respectful and value the opportunities they have, to experience prayer and worship in their college life. Daily Form Time starts with prayer and reflection and all Form rooms have a prayer focus. Pupils attending additional support in the Special Needs department during Form Time still start the day with prayer by contributing to a Prayer Tree as part of the session.
- Year 7 are keen to talk about the Prayer Bag that they use to prepare the morning prayer and reflection for Form Time.
- Year group assemblies are linked to Scripture and made relevant to the pupils' development and experience. A Year 9 assembly observed during the inspection saw all pupils saying the school prayer together at the start. The challenge to 'let their light shine' saw a celebration of their success that half term and pupils rewarded for achievements.
- All pupils spoken to are able to articulate with pride the difference the Catholic ethos of the college makes to them and how it impacts on their life, and this is evident by the way the pupils conduct themselves around college, make right choices and how they regard the All Saints Catholic family. They are respectful of those of other faiths, and this is reflected in the manner in which many pupils participate in prayer and liturgy.
- The college is committed to the common good and the most vulnerable in society and this is shown in their fundraising. They are proud of the food collection for Harvest and how it will benefit those in need within their own local community. A member of the Caritas group spoke sincerely when she said, 'Jesus said to put others before yourself'.
- The Chaplain provides a range of quality resources which reflect the liturgical seasons and Catholic character of the college. Staff and students welcome her support.
- Pre-Covid pupils took part in a retreat programme which they enjoyed, and the leadership of the school is committed to making this an integral part of college life again.
- Leaders are supportive and committed to promoting quality Collective Worship experiences for the college community and they are developing effective systems to monitor the quality of prayer and liturgy so that they can provide a variety of ways that pupils can explore their faith and spirituality in greater depth. They are also planning to provide opportunities for pupils to be more actively involved in preparing and leading worship in college and, increased Chaplaincy provision will support this key priority in the College Improvement Plan.