



ALL SAINTS CATHOLIC COLLEGE

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SCHOOL SELF EVALUATION

2021 2021

Updated: June 2022

Context

All Saints Catholic College is a good school. The school is a particularly exciting place due to the commitment and dedication of leaders, teachers, pupils and parents to the ongoing transformation of the education. The high expectations ethos, balanced with a focus on human worth, ethical leadership and positivity, has been the key reason why a once 'broken' school was transformed into one of significant strength. In our report of July 2018, Ofsted described the school as 'joyful'. The school is part of the Diocese of Shrewsbury and Tameside Local Authority.

The school was placed in a financial notice to improve in August 2016, Special Measures in February 2016 and received a pre-termination notice warning from the Department for Education in February 2016. In July 2018, both the financial notice to improve and special measures were removed. The school is now judged to be good by Ofsted with outstanding personal development and welfare.

Senior leaders, governors, staff and pupils in the school continue to be highly ambitious for the standards of education. Therefore, there is an ethos of relentlessness for the pursuit of outstanding results. The school has not stood still since the Ofsted inspection of July 2018. Leaders are outward looking for support and best practice. Leaders also ensure there is external validation on all areas of the school so as to ensure exacting standards are maintained or being developed in areas for development. Leaders ensure an ethos of openness and honest so staff at all levels receive and are open to high quality development and support. Leaders have embraced the science of learning research and the methodology linked to it has been rolled out across the school, and is being embedded in 2020-21. Training opportunities for this will be repeated in 2021-22 to ensure pedagogical practices are embedded. There will be bespoke training for colleagues and the College has linked to the East Manchester Hub for its ECT support but maintains links with Teach First.

All Saints Catholic College is a smaller than average Catholic Academy with 765 pupils on roll and our school attracts predominantly white British pupils. The proportion of pupils with English as an Additional Language is slightly above national averages for secondary schools at 14% across all year groups. We have a low percentage of practising Catholics at around 30%. across all year groups however this is increasing

in year 7 as the school re-establishes itself as the first choice school in the local area. As a Greater Manchester school, we naturally attract a diverse population of pupils and this trend is set to continue. We did experience a high influx of pupils into the school because of the available places, and as a result of our recent Ofsted judgement but we are now full in 4 of our 5, year groups. We recognise whilst some of our pupils come from backgrounds where they receive strong support in relation to their education, some of our pupils come from backgrounds where there is not a strong family tradition of learning and where ambition and aspirations are low, this is because the school serves the 10% most deprived neighbourhoods in the country for employment and education, skills and training. Some of our pupils have low literacy skills on entry (around 1:5), and the associated lack of key vocabulary is a barrier to progress. We feel that this level of poor foundation from Primary school also has an impact on maths and therefore have appointed an Associate Headteacher to focus on improving numeracy skills. They will start in 2021. Many also lack some of the rich, cultural heritage of children in more advantaged areas. The proportion of pupils in receipt of the pupil premium is above national averages and increasing. The impact of this is not measurable but it has been part of the decision to move to a 3 year KS3 from September 2022, with some alterations to the curriculum in September 2021 with the core holding a bridging term to ensure gaps are identified and (where possible) filled. There are significantly more girls on roll than boys due to us having two boys only secondary schools in the very local area. Despite our complex school roll, we have a determined focus on excellence for every child and we support children with outstanding pastoral care and guidance. As a result, we have now secured evidence of consistently improving school outcomes.

Our school is a registered provider for the Duke of Edinburgh scheme with year 11 pupils having been awarded bronze, and current groups working towards silver (Y11, Y10) and bronze (Y10, Y9). We are the school of choice in the Duke of Edinburgh marketing material and hosted a tree planting ceremony in June 21 to commemorate what would have been the 100th birthday of HRH Prince Phillip. From 2021- 22 the new Senior Leadership team will need to return to being outward looking in securing projects to improve our school to an outstanding judgement. We have gained fully funded coaching programmes with Ambition Institute and senior leadership programmes through Teach First to ensure rapid transformations are sustained long term. The coaches from this model will train other staff members to ensure that more are accessing the coaching model. Previously the school has had SLEs and SIPs work in school to support key developments. Covid has not allowed us to access SIPs but we have employed a member of staff to support the SLT and part of their work has been to implement development plans in Science and maths.

We believe that the impact of the Covid pandemic has been significant on our school. A large number of pupils had to self isolate in the throughout the academic year We have used the catch up funding to implement a number of strategies but the impact of lockdown and continued numbers of pupils self isolating has had an impact on their effectiveness. . Remote learning was initially set up in June 2020 but we were able to set up a more wide reaching and much better remote learning package in January 2021. Parents were exceptionally happy with the remote learning and staff reported that it worked exceptionally well. This notwithstanding the long term impact of the pandemic on progress, results, and pupil well being is yet to be seen. IN September 2021 English Maths and Science will be overstaffed to allow for in class support to bridge the gap and the whole school curriculum has been adapted so that core subjects do not begin their GCSEs until January 2022 for the current year 8 cohort.

Progress against previous inspection

Areas to improve	Progress
<ul style="list-style-type: none"> • Improve leadership and management by ensuring that leaders, governors and the trustees: <ul style="list-style-type: none"> ○ Re-evaluate the design and implementation of the curriculum so that it maximises pupils' knowledge, skills and understanding and inspires them to excel. ○ Continue to raise pupils' aspirations further so that they are highly ambitious for the next stage of their education, employment or training. • Raise outcomes for pupils by: <ul style="list-style-type: none"> ○ giving key stage 3 pupils more opportunities to apply their mathematical knowledge to complex problems. ○ ensuring that teachers use the information that they have about pupils' prior learning to design activities that build knowledge, understanding and skills at pace. ○ Improving outcomes for the most able, particularly in maths ○ Improve outcomes for middle ability pupils whilst maintaining outcomes for the most able Work with science department to ensure significant improvements in teaching translate to improved outcomes. 	<p>We have now evaluated the design and implementation of the curriculum. This will enable us to deliver a pragmatic structure to best meet the learning needs of our current pupils within available resources. From pupils' entry into All Saints in Year 7, each year will be planned to stretch and challenge pupils. Departments are continually designing a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. They constantly work on adapting the curriculum offer through mapping exercises and cross-departmental collaboration. We have evaluated the curriculum offer to ensure that we offer appropriate coverage, content, structure and sequencing across the curriculum to ensure that pupils develop a deep body of knowledge through subjects making clear links between learning at appropriate times. This will enable a much more creative and diverse way of delivering the curriculum and assessing its impact through assessment. This review is continuous and we look for opportunities to continue to enhance our curriculum offer consistently.</p> <p>We have designed a system of raising attainment and progress through data-driven and targeted meetings throughout the year with subject leaders and teachers. The impact of this work last year meant that we could more quickly identify pupils who were making less than expected progress and implement an array of systems of support. In order to engage pupils more fully in raising their own attainment, progress and aspirations we will continue to utilise a system of Horsforth Monitoring, throughout the year, that will specifically target groups of pupils that are high effort and high progress, low effort and high progress, high effort and low progress, and low effort and low progress. This will help bridge the gap between curriculum impact and the pastoral needs of our pupils. Parental engagement will also be considered much more closely.</p> <p>Since the previous inspection we have reviewed and updated the key stage 3 curriculum and assessment opportunities to include life after levels. We are now reporting to parents using the skills pupils have been taught each term across their subjects. The benefit of this approach is that teachers and parents can look more closely at the specific skills and knowledge pupils cover to best prepare them for key stage 4, including applying their mathematical knowledge to complex problems. There are learning statements, which all pupils in years 7 and 8 will aim to master. Pupil's individual understanding of these statements will be graded allowing teachers to better utilise prior learning to design activities to build deeper</p>

	knowledge and skills at pace. This area will be reviewed across 2021-22 with a new KS3 assessment model in place for September 2022.
School improvement priorities	<ol style="list-style-type: none"> 1. <u>Excellence through raising aspirations</u> <ol style="list-style-type: none"> a. Establish excellence in teaching across the College. b. Embed the science of learning pedagogical methodology c. pupil. d. Develop strategies and systems to raise aspirations and attainment. 2. <u>Success through our unique Catholic ethos</u> <ol style="list-style-type: none"> a. Develop staff and pupil understanding of Catholicism and the core values of the College b. Launch and review the All Saints Way in preparation for embedding 2021-22. c. Enhance the care, guidance and support for all pupils by reviewing the pastoral structure d. Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils. 3. <u>Inspiration through leadership at all levels</u> <ol style="list-style-type: none"> a. Embed the vision and values of All Saints Catholic College. b. Maintain the continuation of leadership styles c. Embed our culture of ethical leadership across the school. d. Create a structure of sustainable growth through governance, leadership, staffing and marketing. e. Share expertise and learn from others through the support from other schools. f. Retain, develop and recruit excellent staff. g. Develop pupil leadership across the school. h. Utilise the highest quality of leadership to promote equity in resourcing and provision for our pupils.

QUALITY OF EDUCATION – 2	
Strengths	Intent: All Saints Catholic College aims to provide a curriculum which inspires, challenges and safeguards all our pupils, and enables them to become:

- **Inspired learners** who have acquired the essential knowledge, skills and qualifications required to use and expand on their God-given gift, and talents, in their future lives and who practice the teachings of Christ in their daily lives
- **Successful young people** who have fulfilled and exceeded their expectations and achieved academic success allowing them to move onto their chosen post-16 course
- **Confident, well-rounded, and self-regulating individuals** who can live safe, healthy, spiritual and fulfilling lives
- **Responsible healthy citizens** who make a social and economic contribution to society and act within the values of the Catholic Church
- **Creative, practically minded and productive young people** who have an awareness of world affairs, financial security and are inspired to continue their learning
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Our curriculum planning responds to our school context and our pupils' needs by:

- Introducing and embedding the core values of the College and the teachings of Christ and the Universal Church
- Having a pragmatic structure to best meet the learning needs of our current pupils within available resources
- Listening to the views of staff, parents and pupils in how the curriculum and learning are structured.
- Realising our aspiration to ensure all pupils acquire a broad and balanced curriculum, alongside a recognition that self-esteem, motivation and success are also significantly supported by an element of guided choice and specialisation as pupils make progress towards external examinations
- Providing increased study time to enable pupils to have a deeper understanding of the of the content of subjects they study at GCSE to maximise their potential for a successful transition to post-16 education, training or employment
- Developing a process to evolve and develop the curriculum as the needs of our children and the expertise of our staff change over time
- Maximising pupils' time with us and using all opportunities to teach our young people, both inside and outside of the classroom, the skills they need to be successful and inspired.

Catholic Curriculum

Our Catholic ethos is central to everything we do as a school at the heart of our community. We follow 10% curriculum time during which pupils' study Catholic Christianity alongside Judaism at key stage 4. At key stage 3, pupils follow The Way, The Truth and The Life and explore other world faith traditions. Our Catholic curriculum is truly inclusive and includes aspects of the RSE curriculum.

Literacy

We have extensive literacy provision which stretches our most able pupils and provides support to those pupils who need it. We provide the most able pupils with literacy stretch and challenge resources so that they can access more challenging aspects of the curriculum and GCSEs. Some of our pupils have low literacy skills on entry, which can present them with a future challenge when accessing their GCSEs. Within our curriculum we offer an array of catch-up resources (detailed later) to help overcome these barriers and on average pupils make 9 months additional progress when joining All Saints in the first two terms.

Cultural Capital

As a school we aim to give all our pupils' access to the cultural experiences vital to them in life. We also link these experiences with our curriculum to deepen pupils' knowledge and understanding of what they are learning. Some pupils require support to access experiences available to children

in more advantaged areas. We work tirelessly to provide a broad, deep and balanced curriculum to all our pupils, including wider experiences. We review our provision regularly to ensure all pupils have access to the wide range of opportunities available to support and deepen their learning.

Equal Opportunity:

Our curriculum will be structured so that no pupil is prevented from pursuing a course or programme based on their gender, ability, ethnicity, religion or sexual orientation. All are welcomed at All Saints and we show love for all our family. Pupils with disabilities or special educational needs will, as far as is possible, be provided with reasonable adjustments to enable them to access an ambitious and relevant curriculum.

Implementation:

Years 7 and 8

The Year 7 and 8 curriculum serves a clear purpose in every subject. The curriculum in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and pupils' knowledge of curriculum content is deepened through schemes of work that have been developed to suit our pupils. Alongside Mathematics, English, Sciences, Religious Studies and Physical Education, all pupils in years 7 and 8 study a broad range of subjects which expose pupils to creative, technical and vocational aspects of learning. We give more curriculum time to Humanities and Modern Foreign Languages than many schools to give pupils a strong foundation to pursue the English Baccalaureate at KS4 should this be a suitable pathway for them. A small, but significant, number of pupils require additional literacy catch-up. This small-group teaching aims to fill the gaps in pupils understanding in order that their literacy is not a barrier to them accessing the rest of the curriculum. From September 2022 the current year 7 cohort will move to a two year KS4 programme. Form time activities in KS3 have a focus on literacy and numeracy.

Year 9

In Year 9, the GCSE/Level 2 qualifications begin, allowing pupils nearly three years of study, especially for more challenging EBacc qualifications. We provide this additional time so that our teachers can embed deeper more meaningful knowledge and a love of learning whilst ensuring the curriculum offer is not narrowed. We do this by reviewing our mastery curriculum at KS3 and adapting planning and curriculum delivery at KS4 to ensure pupils have the breadth and depth of knowledge to succeed, according to starting points, at KS4. We also offer bespoke support for pupils' that have specific learning needs, or very low starting points on entry. These include, but are not limited to, small class sizes completing Health and Fitness and Functional Skills. From September 2021 the current Year 8 cohort will begin their option GCSE studies but not in the core subjects (RE, English, Maths, Science). Form time activities in KS3 have a focus on literacy and numeracy.

Year 10 and 11

In Year 10 and 11, GCSE/Level 2 qualifications continue, and knowledge is embedded. We strive to give pupils as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We are proud that we cater to pupils of all abilities and starting points, including pupils who aspire to Oxbridge, with several past pupils now gaining places in these prestigious universities.

In addition to their assessed curriculum, pupils' physical, cultural, religious, moral and spiritual education continues through our PHSE curriculum and through core PE lessons.

In Year 11, pupils benefit from the addition of "Period 6" when this is necessary. This provides a vital opportunity for intervention in the subjects where they require more support. In registration pupils are being taught how to revise and there is a subject focus for a number of weeks. The current year 10 cohort completed half term focused on science. They will start in September with a focus on RE. Materials for this has been funded from the catch up. This includes revision guides for key subjects, with training on how to revise including Connell note taking and calculators.

Impact: The overall quality of teaching, learning and assessment is securely good or better. The progress in the last 2 years has been rapid and sustained. There has though been an impact of the pandemic on the mental state of the Year 11 2020-21 cohort. That not withstanding, current progress and attainment are significantly stronger as pupils have had more time to benefit from improvements in teaching. Pupils' current progress in books across the vast majority of subjects is good or better. The monitoring of teaching is robust and accurate. We have based this on a secure evidence base of observations, learning walks, work scrutiny, pupil voice and the pupil progress information from the school. Although impact on outcomes will not be fully seen until August 2021, external outcomes for 2020 show a four-year consecutive trend of improvement, validating this judgement. Outcomes are now above floor standard. Governors, leaders and teachers at all levels are not complacent regarding the improving trend. We firmly believe our pupils can gain outcomes that are even better. This shared belief leads to significant capacity for transformational improvement across the school. Teacher self-assessments continue being quality assured by both middle leaders and senior leaders to ensure that self-assessment is accurate and meaningful. Teachers are open and honest about their development areas because of their strong moral purpose for providing the best education for our pupils. Subject leaders are also continuing to triangulate judgements with learning walks, book scrutinies and data reviews during departmental time and during regular RAP meetings. A programme of in-class support has been implemented based on the 'Leverage Leadership' accountable coaching model which now has added capacity from our strongest teachers. We have a team of teacher coaches, who have been trained in an instructional coaching model. This team supports colleagues who have an area, or areas, of their practice to develop. This shows the impact of our supportive ethos and the moral purpose of staff. There is also a rigorous staff training programme in place to ensure the science for learning is embedded across the school. Training also includes a regular safeguarding input, SEND updates, and input regarding the catholic life of the school. The whole school CPD has continued during the Covid period, being completed remotely. ITT/ECF programmes also carried on remotely, ran by SLT, HODs and Teacher Coaches who are experts in their areas. This will continue in person in 2021-2022, the ECF programme will be run by the East Manchester Hub, and in school provision by experts within the school. Some department have also determined their own training needs and have begun work at using research to support their departmental development. Our aim for 2021-2022 is to have a whole school CPD programme based on pedagogy and key pastoral/welfare areas as well as bespoke departmental training, guided by HODs and their SLT line managers. The CPD programme for 2021-22 reflects a period of development and embedding as well as developing our behaviour systems.

The quality of teaching in English, Maths, Technology, Religious Studies, MFL, Art, Humanities and Science has improved significantly to good or better and continues to improve due to strong middle leadership in these areas. The heads of Maths and Science have worked with external advisors and their departments to strengthen their schemes of work and as a result the quality of teaching continues to improve. All departments have now reviewed their schemes of work to ensure they meet our high standards. Reviews of SOW continue on a regular basis to ensure they are fit for purpose, engage the pupils, meet the requirements of the curriculum and provide adequate assessment opportunities. The heads of core

departments are extremely strong, and they work relentlessly with their staff to review curriculum content and push pupil progress even further. Curriculum reviews and Development plans continue to monitor and develop this. In Maths, we have appointed a teaching assistant to help targeted pupils within their lessons. The teaching assistant supports both in-class and small group teaching including breakfast clubs. Where there are concerns about performance then support is provided by the SLT and external sources of support are sought. This has been challenging during the Covid period therefore we have utilised the Teacher Educator teams.

As regards the wider curriculum, we have a broad range of experiences to support pupils' learning and help to develop strong schema. We track pupils' engagement with experiences so we ensure disadvantaged pupils are able to benefit from our offer. Elements of the offer include PE activities, language classes, music and performing arts, art, chaplaincy, reading, and homework club for Year 7. Other experiences such as theatre visits, visits to places of worship have ceased due to pandemic but will be revisited once the guidance allows. We also have an extensive PSHCE programme to support this work and extensive careers advice and guidance.

Our SENDCO leads staff with both the identification of pupils with SEND and with their planning for different groups of pupils across the curriculum and will also support with literacy and numeracy interventions. The Headteacher is also a qualified SENDCO and offers support to the Learning Support Team with links to the Tameside SEND forum and represents the school at IYFAP. Teaching and support staff have regular and ongoing training on how to address the needs of individual groups of pupils within their lessons. Regular updates from the SENDCO as to how teachers can support pupils within lessons are sent so that teachers can plan accordingly. As a result, pupils with SEND make good progress and Ofsted have reported that we make good use of the additional resources we receive to support pupils with SEND. There is a referral process in place should any staff have concerns about a pupil's learning needs. The SENDCO works with other Tameside SENDCOs to develop SEND provision in the LA and is central to the transition of new pupils to ensure their needs are recognised and supported. However, we do receive pupils into year 7 who have significant undiagnosed SEND. We offer these pupils strong support to help them to engage with school.

The development of pupils' literacy is a continued area of development, as we develop techniques to support children with their literacy. The second in English department, working with the Deputy Head, in developing whole school and subject specific work in relation to developing pupils' literacy, using Lexia and Accelerated Reader to track and monitor pupils' improvement. We also have targeted reading support. This is for pupils whose reading ages are low and also to stretch our most able readers. We also continue to support extended writing in pupil work across the curriculum. Middle leaders are continuing to use monitoring to ascertain next steps in their department areas in both reading and writing.

Senior and middle leaders continue to refine in-class planning for specific pupil groups (ability level, boys, DP) so that their progress improves. The impact of this work is evident in pupil workbooks and in tracking point data. The senior leadership team are embedding the 'raising achievement and progress' cycle so that no pupil is unknown, and teachers can gain ways in which to support those at risk of not making sufficient progress. Regular English and maths raising standards meetings are also held to discuss key pupils' academic progress. This is also done with other subject areas through line management.

Pupils' attitudes to learning are good and where teaching is outstanding, pupils' attitudes to learning are excellent. We are working with pupils on resilience to ensure they push their own learning both in and out of the classroom. Learning walks continue to highlight positive pupil behaviour where teaching is strong which is the overwhelming majority of lessons. In small numbers of lessons where teaching requires improvement, there

can be a lack of engagement in lessons and some low-level misbehaviour. The overwhelming majority of pupils are courteous on corridors and are respectful to each other and staff. There is a small minority of pupils who display challenging behaviour. These pupils are given bespoke learning packages as well as a planned support package. From September 2021 we will also access the outreach support work from the TPR. During the pandemic and lockdown. Access to remote learning is high and the pupils are showing a determination to access the resources and Teams lessons. Feedback from parents has been overwhelmingly positive. Pupils received, on average, 2-3 hours of live lessons per day as well as independent tasks and lessons sourced from the Oak Academy. Using the Ofsted guidance, we rated our online remote learning 4/5 as we believe that there is always room for improvement in all that we do

Year 10 pupils have individual targets set each year by senior leaders. This is based on FFT5, FFT20 or a challenging target where needed. This is so that pupils are targeted a positive progress 8 score and so that teaching is more challenging at all levels/grades. This is being used to identify which pupils are below/on/above target, so interventions can be put in place within and outside of the classroom.

In 2019 the unvalidated progress 8 score for all pupils is -0.28 which is above floor for the first time in three consecutive years. This includes all pupils, (apart from two pupils, one that was not on role at the January census and one that was admitted following a permanent exclusion from a maintained school) despite having 7 pupils that are clear outliers due to significant turbulence which required careful pastoral support. 5 of these pupils gained progression to college due to the support we gave them. If we were to take out just two of these outliers our progress score would be -0.20. In 2020 the results show yet another significant improvement with P8 at 0.01 (unvalidated). This shows a significant improvement trend over the past 4 years. The unvalidated score for 2021 was -0.04. This is a slight dip from 2020 but we feel reflects the true ability of that cohort as well as the impact of Covid. For the collection of grades in 2021 we have did extensive work with subject leaders on making sure their collection of data is accurate and gave the pupils the best and fairest grade.

Impact:

The overall quality of education is securely good or better. The schools progress in the last 12 months has been rapid and sustained considering the difficulties posed by Covid-19. Current progress and attainment are significantly stronger as pupils have had more time to benefit from improvements in teaching. Pupils' current progress in books across the vast majority of subjects is good or better. The monitoring of teaching is robust and accurate. We have based this on a secure evidence base of observations, learning walks, work scrutiny, pupil voice and the pupil progress information from the school.

Key Themes from the data are as follows:

Table 1: Headlines

Comparison	2017	2018	2019	2020	2021
Progress 8	-0.75	-0.61	-0.25	0.01	-0.04
Attainment 8	33.85	41.84	43.01	46.6	47.59
EN/MA 4+	28%	57%	58%	65%	72%
EN/MA 5+	14%	32%	32%	44%	46%

Table 1 demonstrates our overall improvement from 2017 to 2021 including progress 8, attainment 8 and English and Maths crossover at grade 4 and 5 and above. (Percentages are rounded to the nearest whole number).

The un-validated progress 8 score for all pupils is 0.04 which is positive for the first time in three consecutive years. Although outcomes nationally have improved compared to the previous year, we believe that our submitted CAGs represent a true picture of what pupils would have achieved had they sat their summer exams as exemplified by the headline data over 4 years. CAG vs. Actual also shows that in many cases, outcomes improved against the originally submitted CAGs except in Graphics, Performing Arts and Sports Science.

Tracking and Systems.

To ensure a consistent approach to Remote Learning, for example, when pupils are unable to attend school due to COVID procedures and guidelines, teachers are expected to provide appropriate and accessible learning set as 'Classwork', labelled as 'Isolation' using the 'Show My Homework' online platform. All subjects are expected to set work and this is monitored closely by Pastoral Support Officers. This is recorded and reported on a central tracking system. Pupils are expected to complete all work to a high standard and submit any written work on return to school. Teachers can then assess and record on the central tracker if the work has been completed so that any gaps in learning can be swiftly addressed through appropriate intervention strategies by the end of the half term.

In addition, Subject leaders are implementing, recording and reviewing intervention strategies with Wave 1 and Wave 2 students in Year 11. This is also being rolled out with Year 10, followed by KS3 shortly. It is important that the impact of the strategies is reviewed and recorded after 3 weeks. There are two cycles of this process ensuring that pupils are given a 6-week period of focussed intervention to close any gaps in learning. Students are identified using data inputted in Progress, Review and Reporting windows.

Evidence to support judgements:

- The teaching profile has changed over four years. This has had a significant impact on the quality of teaching (along with CPD) and an embedding of the science of learning techniques. This will be reviewed 2021-22
- There is a regular coaching ethos in the school so that all staff can make rapid gains to their teaching. Further work needs to be completed on this with more trained coaches evident in 2021-22
- Learning walk results are triangulated with the quality of marking, pupil voice feedback and progress data. QA takes place on all monitoring.
- There is a rigorous and regular work scrutiny,
- Teachers who are not securely 'good all the time' are allocated a coach and a support package is immediately put in place. Coaches use the instructional coaching model to improve areas of practice, they will also work with new staff.

	<ul style="list-style-type: none"> • • The academy communicates regularly with parents via parents' evenings, text messages, social media and half termly progress reports. • The CPD programme for teaching staff and support staff is extensive and meets the needs of staff. The offer is informed by feedback from monitoring and performance management targets. The impact of these sessions has been evident in the rising quality of day to day Teaching, Learning and Assessment across the school. • There is a comprehensive induction programme set up at the end of the academic year for NQTs and new starters that focuses on all the key CPD requirements of teaching in your first year. The NQT staff rate the induction as good and found the sessions very helpful in their first half term. In 2021-2022 the ECF programme will be working with the East Manchester Hub. • 'Show my Homework' is used to set homework. The positive impact of this is evidenced in parent and pupil voice. Pupils are now suggesting for us to stop using planners as a result. • The school utilises a range of different strategies to promote reading, writing, communications and mathematics. These include; Accelerated reader, reading in extra English time form time, peer support for reading and numeracy, Numeracy Ninjas in form time and Hegarty Maths. <p>The Headteacher and Deputy Headteacher regularly meet with different groups of pupils to ensure a breadth of pupil voice in relation to teaching quality.</p>
<p>Areas for development</p>	<ul style="list-style-type: none"> • Consistently review the online/ remote learning experience for pupils and source feedback from stakeholders • Plan for the CPD programme for 201-22 to include subject led CPD for departments • To re-embed the QA process following the impact of Covid but not at the detriment of staff well being • To review all subject making and feedback policies so that they are fit for purpose but do not detriment well being • To review the KS3 life without levels mastery curriculum • Continue to embed strong and improving pupil progress across the school for current pupils. To make sure that we are securely above 0 for P8 from August 2022 • Embed teaching to our higher end to ensure that our pupils are achieving the 7-9s in maths There has been a lot of work on 'stretch and challenge' but we need to ensure that all our staff know what grades 7-9 looks like in their subject once we have more information on grade boundaries. • Increase our number of outstanding teachers and develop the teacher educator team to support teachers needing additional support • Expand the coaching programme using Ambition Institutes' training programme. Increase the coaching culture of the school so that all staff have access to coaching to improve their practice. • Although the gap between disadvantaged pupils and non-disadvantaged pupils has diminished, the progress and attainment of non-disadvantaged pupils has increased substantially more. • There still exists a gap between the performance of girls vs. boys in both attainment and progress. Although this is reflected nationally, this remains an area to improve. • Although improved, Maths continues to underperform against national.

	<ul style="list-style-type: none"> • Middle ability underperformed, which goes against the schools trend in previous years. • Continue to focus on key groups, DP and boys • <p>Despite the vast improvements in progress and attainment across all year groups we recognise there is still much to do in terms of improving outcomes. We must;</p> <ul style="list-style-type: none"> • Use our accuracy in predictions in order to target support where pupils most need it. • Close the gender gap in some areas through an early intervention model for reading, writing and numeracy. There is a much larger female cohort who outperform males in the school. • Improve attainment for our MA pupils and ensure all P8 scores are positive. Our ‘most able’ cohort have made considerable gains. • Increase the number of pupils in maths making expected progress to well above national average. • Increase progress in PE, Business and Science. • Increase the basics crossover:4+ 72% and 5+ 46%
Next steps	<ul style="list-style-type: none"> • Set specific performance appraisal targets for Heads of Core linked to boys, DP and/or middle ability • Work with the Head of Maths and Head of Science on developing strategies to improve grades, as well as targeting pupils underperforming • Develop Department review strategies based on the current Ofsted framework • Continue to work with the Head of PE to develop suitable programmes of study as well as on pupil outcomes • Utilise additional maths support to ensure that it targets the right and most appropriate pupils • Review the curriculum offer for ICT and Citizenship across the curriculum • Embed coaching programme • Continue monitoring of individual pupils, target groups of pupils

BEHAVIOUR AND ATTITUDES – 2

Strengths	<p>Behaviour is good. The leadership of this area and the pastoral team are strong with aspects of the pastoral care rated as outstanding in 2018. Governors are engaged with the school and regularly review the data linked to behaviour including On Calls, IEB, as well as FTEs and Perm Exclusions. The staff team continue to have high expectations relating to behaviour, appearance, attendance and punctuality. As a result, behaviour is good, and we have sustained the improvements in the behaviour of the vast majority of pupils and we are able to address the needs of a minority of pupils who present challenging behaviour. On calls continue to be utilised effectively to support learning. The system is also being used to support pupils who feel unwell so that they are safe and supervised at all times. The impact of Covid on behaviour has not</p>
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been as drastic as expected, with pupils returning happy and grateful to be back in school.. There has been no significant rise in behavioural issues. As a school we are quick to respond to poor and challenging behaviour and work with parents and the wider community to try our hardest with pupils. We continue to embed our expectations about behaviour using the All saints Way and the 100% language. There is a concern, though, about the impact of Covid on pupil and the community mental health and a target for 2021-22 is to respond to this need.

Fixed term and permanent exclusions are below Tameside averages (CHECK). The school has previously had a continued, if reduced, number of in year admissions where pupils had not, previously, received the outstanding support we offer including identification of SEND. We have therefore needed to support these pupils so that they are successfully integrated into our expectations. However, a small group of these pupils have required fixed term exclusions as well as alternative packages of support within school. This is certainly the case within KS3 for pupils who's needs were not identified at Primary School and who's progress and access to learning was managed rather than supported. . We still reserve the right to utilise exclusions in order to maintain a strong school ethos focused on excellence and to safeguard the wellbeing and education of all pupils. We have a strong moral purpose to accept pupils from our local area which includes those from highly dysfunctional backgrounds who may present us with behavioural challenges. We do not utilise unethical practices such as off-rolling as we see ourselves to be one of the only sources of support and consistency in these children's lives. This means that a small minority of pupils may have an adverse effect on our outcomes, attendance data and behaviour statistics. As a school we accept this and go out of our way to give these children outstanding pastoral care. We work closely with Tameside Local Authority and other secondary schools in Tameside to support all pupils. We have developed close links with the LA and have piloted and developed their Team Around the School initiative. We also have sound and successful links with the TPRS. This year we are funding the TPRS as part of a pilot to access outreach workers to support with behavioural issues to prevent any children moving towards a Permanent Exclusion. We are consistently within the top 3 schools within Tameside in terms of IYFAP figures. Every year we take in additional groups of pupils even when that means we are going above PAN. This is both from IYFAP but also from the TPRS and from managed moves.

We pride ourselves on our ethos and mantra 'be inspired, be excellent, succeed'. A structured start to each half term takes place when leaders and teachers outline expectations prior to commencement of the school term. This is emulated with a structured start to every lesson which was introduced this year (in response to the 2nd National lockdown) and will be embedded next academic year. This saying of the mantra has continued despite the changes to the school day and the lack of continuity from a form teacher during our initial response to Covid. It continued during remote lessons. We believe that this has meant pupils are more settled and ready to learn after the long period out of school. The key standards are reiterated to pupils on a regular basis and are linked to the All Saints Way and how we do things in our school. We utilise the language of our mission statement and core values (such as family and community) to discuss issues of bullying as well as excellence and resilience to discuss pupil performance. We also have a structured start to every lesson with pupils saying the mantra. This has continued with remote learning. As a result, pupils are clear on the high expectations in place in the school. We have introduced a formal start and end to the lesson which will be embedded in 2021-22. We keep no secrets as to what we expect from pupils. Work still needs to be done to improve behaviour with a very small group of pupils and their progress is being monitored closely. The internal exclusion base is used to apply clear sanctions, expectations and also offer support and mentorship to targeted pupils. We have a new IEB manager who has been given time to complete some 1:1 work with pupils who regularly identify as having challenging behaviour. He has identified a small cohort of pupils with whom, he is working to ensure that positive messages about behaviour are being embedded with them. We have also developed the role of one of the PSOs to be more of a counsellor and more focused on pupil's mental health support.

Attendance over the last three years has increased year on year and is in line with the national average, this is despite a large increase in pupils reporting suffering from illness in the 2019-2020 academic year. Attendance is currently tracking above national average. Improvements seen are due to the deployment of the pupil premium (which has resulted in a 3-year improving trend in the attendance of disadvantaged pupils and DP PA being lower than national averages). There has been a 6% reduction in these figures over the last three years. These reductions have arisen from a greater analysis of attendance data and an increase in regular affirmation of good attendance which is celebrated within the All Saint's community. The attendance of disadvantaged pupils has consistently improved and has been on an increasing three-year trajectory and is now above the national average for DP by 1.45%. During the academic year 2018-2019 there was a significant number of in Year admission pupils, when taking this into consideration, overall persistent absence has reduced by 1.96% and is correlating to national averages. Formerly PA for disadvantaged children in year 11 was a significant area for development, however now PA for all year groups is significantly better overall. A full-time attendance officer works in tandem with the local authority EWO service, along with a pastoral support officer to add capacity to the pastoral support team. As a result, all statistics in relation to attendance and behaviour show and improving trajectory. Fixed term penalty noticing, home visits take place and the attendance officer, the EWO and the Assistant Headteacher are meeting hard to reach families in order to work with them on the importance of good attendance. Engagement with these families is challenging. Attendance panels are held with a link governor to challenge persistent poor attendance with parents and carers. We have engaged Caritas and the police to support us with families who have previously been hard to reach and wouldn't engage with school or support services offered. This has had mixed impact but we are relentless in continuing our attempts to engage with these pupils and their families. Currently the local authority has placed a hold on Fixed term penalty notice due to government guidance which asked schools take a non-punitive approach to poor attendance during this academic year.

As regards uniform, pupils present themselves well in terms of having high standards of uniform. This is a result of relentless high expectations, meet and greet at 'the blue line' in the morning and the continued delivery of basic expectations given by all staff members. The vast majority of pupils are punctual to lessons and have the correct equipment. Behaviour at breaks and lunchtimes is excellent and any incidences of poor behaviour are very rare. Pupils are polite and respectful – they are a credit to the school and to their families. Graffiti is almost non-existent, both on their work and around the site. Parental confidence in the school is high which is evidenced on surveys and social media.

Since our return after the 2nd National lockdown we have had a relentless drive on ensuring high standards of behaviour and equipment on top of the Covid safety measures. This has continued in 2021-22 with the formats of lesson and form time changed to reflect this focus.

Evidence to support judgements:

- The Behaviour Policy and procedures available on the website and parents are receive regular communications via SMS and Social Media linked to maintaining our standards. Ofsted reports, and feedback show that behaviour has been transformed. This is also recognised by supply staff, governors/directors and visitors.
- The impact of a continued focus on behaviour and attendance can be seen around the school and in lessons
- Comprehensive interventions are in place for pupils where attendance is a concern – first day calls and home visits take place and attendance is analysed weekly and discussed by the SLT.

	<ul style="list-style-type: none"> Attendance is showing an upward trend when taking into consideration the national pandemic and the impact it had on 2019-2020. Whole school attendance for 2020/21 was above the national average figure weekly and remained above it for the academic year. The pandemic has impacted on attendance and we are now working with Tameside to ensure that there is an honest dialogue between schools relating to attendance
Areas for development	<ul style="list-style-type: none"> Continue to monitor and put strategies in place for PA pupils including making use of the traded services EWM service Develop and embed catch up strategies for absent pupils Identify pupils in Year 6 who will be PA using the 6 into 7 package Continue to engage with hard to reach families/families with high levels of dysfunction. Continue to improve the overall attendance of DP although this is on a 4-year improving trend. DP attendance is continuing to rise and is above national average Review the form time messages and make sure they are clear and comprehensive so that the message is being given as well as literacy and numeracy strategies Continuously refer back to the All Saints way a, to embed in 2021-22
Next Steps	<ol style="list-style-type: none"> 1. Develop strategies to support pupils who have been identified as PA to enable their smooth return to school and to allow them to catch up on missing work 2. Review all attendance strategies used 2020-21 to develop 2021-22 3. To develop more robust links with 'hard to reach' families so that they support the school in ensuring their child attends every day 4. To review the behaviour strategies and introduce work on restorative behavioural practices 5. To launch, review and evaluate a rewards strategy in 2021-22 6. Develop materials linked to the All Saints Way and review the impact of this strategy

PERSONAL DEVELOPMENT

Strengths

Personal development and welfare are outstanding. Pupils are proud to be part of the All Saints community. Every opportunity is taken to ensure that the teachings of Christ and the Gospel values are at the centre of everything that we do. Acts of Collective Worship refer back to the Mission Statement and the Core Values as well as agreed imagery. Our common purpose, as a community, is regularly communicated unashamedly to our pupils so that the teachings are lived out day to day in school. We embody Catholic social teaching through our charitable work. Each term has a specific focus raising funds or collecting items for Catholic charities including Caritas, local foodbanks and Cafod. Acts of Charitable giving have continued throughout the pandemic with a Harvest Festival Collection, and a whole school collection for Cafod World Gifts. Acts of collective worship have also continued, following the key liturgical cycle. Liturgical acts, and collective worship continued during the periods of extended remote learning.

Pupil leadership is a strength of the school and is adding capacity to sustaining rapid school improvement. The head boy and head girl are selected by a democratic election process involving whole school hustings and voting as per real elections. The impact of Covid has reduced the ability to meet with the Junior Leadership team. Pupil councils need to be reviewed and reintroduced in 2021-22 with a return to an inclusion or pupil voice on the whole school development. Wider to the junior leadership team we have anti-bullying ambassadors and are introducing LGBTQ allies. We focus relentlessly on listening to our pupils, developing their confidence to raise key concerns with us so that we are not complacent and continue to improve as a school. Our constant focus on school values allows pupils to confidently be themselves which includes developing their resilience and respect for themselves and one another.

Our Catholic core values and the teachings of the church underpin everything that we do. As a result, pupils have a clear view as to what is right and what is wrong. Pupils respect the school community as well as the wider community. They are clear as to their role in supporting each other and representing the school. This is now being embodied in the All Saints Way which was launched in September 2020. From April 2021 we began to introduce the language of Made in the image of God and linked this to their safety and the Covid restrictions. This language will continue into 2021-22 coupled with the concept of stewardship and environmental awareness. We will also introduce language linked to the 4 Cardinal Virtues and again link this to the teachings that we are all images of God and a gift from God. Staff were trained in this at the September INSET.

From September 2021 we have reverted back to the language of morning prayer, morning assembly and liturgical celebrations.

Bullying incidences of any type, which are rare, are challenged by staff and dealt with effectively. This is evident in pupil and parent voice. Pupils understand the impact of bullying on others including racist, disabilities and homophobic language. The school is creative in its approach to sanctions that not only seek to deter but educate pupils who are presenting behaviours that do not uphold our values. The school has launched a scheme of Anti Bullying ambassadors to support pupils who are being bullied. This is part of the schools work with the Diana Award. As a result, pupils are quick to report any issues to staff so that incidences are dealt with swiftly. The school was awarded the bronze award by the National Anti-Bullying Quality Mark in September 2019. Bullying statistics are regularly reported to the Governors at each FGM.

The support and guidance we give our pupils is innovative and allows those from disadvantaged background to perform in line with or better than other children. We have a significant group of young carers who receive innovative support from our pastoral team. This is so that they are able to balance their responsibilities as young carers with school and wider school experiences. The support we offer LAC pupils is

another strength. We continue to work closely with all of the local authorities from whom we receive LAC children. LAC children do very well at our school. We have an excellent working relationship with the Tameside Virtual School.

PSHCE is delivered through drop down days which offer pupils an in-depth and specialised package of materials linked to a myriad of topics including FGM, Forced Marriage and other modern and relevant issues. The curriculum has been fully mapped to meet the needs of the national curriculum that states that 'all schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to personal development, behaviour, welfare and safeguarding. We ensure pupils are taught about the Catholic view of these issues alongside alternative views. Our Programme of Study for PSHE education (key stages 3-4) aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and careers education). We have begun the roll out of RSE which will be delivered in RE lessons, PSHCE, Science and It to cover all aspects of the programme. We have used the Ten:Ten resources so that the teaching of RSE follows the teachings of the Catholic Church as advised by the Diocese of Shrewsbury. Our policy for RSE is based on the CES model policy. Parents were fully consulted about this in the summer term of 2020. Delay in roll out has been due to national lock down and large numbers of pupils self isolating. This is a key focus for 2021-22 to ensure that all areas of RSE are mapped and there is a cohesive and coherent mapped programme of study for RSE which meets the needs of our pupils.

The NEET figures have improved significantly over the last number of years and we are able to identify and support those pupils that do become NEET. In 2020 only 2.5% of pupils (3 in the cohort) were classed as NEET. Closer review led us to amend this so that only 1 pupil was NEET.

Year	% in Full-time Education	% in Full-time Training	% in Employment		% NEET	% Other
			Apprenticeship or Job with Training	No Training		
2008	77.9%	2.8%	7.9%	4.4%	7.0%	0.0%
2009	83.7%	2.4%	4.6%	0.9%	5.4%	3.0%
2010	89.9%	1.8%	4.7%	0.6%	2.4%	0.6%
2011	82.1%	4.5%	8.3%	0.6%	3.2%	1.3%
2012	90.6%	0.0%	3.1%	0.5%	4.4%	1.4%
2013	94.6%	1.4%	2.7%	0.0%	1.4%	0.0%
2014	92.0%	1.8%	2.5%	0.0%	2.5%	1.2%
2015	91.9%	1.3%	6.3%	0.0%	0.6%	0.0%
2016	93.2%	2.0%	3.4%	0.0%	1.4%	0.0%
2017	93.0%	1.0%	3.0%	0.0%	3.0%	0.0%
2018	91.8%	0.9%	3.6%	0.0%	3.6%	0.0%
2019	91.3%	0.0%	3.2%	0.0%	3.2%	0.0%
2020	90.2%	3.3%	3.3%	0.8%	2.5%	0.0%

The figures for 2020 show that 3 pupils, from a cohort of 120, were NEET but further investigation found that this was actually one child.

The national average for NEET is 3.9%

The national average for 16-17 year olds participating in education or apprenticeships is 91.2% (figures as of 2020)

The data below shows our work on achieving the 8 Gatsby Benchmarks as compiled by the GMACs Bridge report

Assessment	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8
October 2018	52%	50%	72%	25%	50%	0%	83%	100%
December 2019	70%	80%	81%	50%	50%	25%	95%	100%

The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The careers programme is effective and follows the Gatsby Benchmarks with all of the eight strands covered. We continue to work on improving the quality of our delivery of the benchmarks continually with the help of external quality assurance such as Bridge GM and Tameside's Enterprise Coordinator. Our NEET figures are exceptionally low and below the Tameside averages. We have 2 key areas of the Gatsby Benchmarks which are our target areas for 2021-22, areas 4 and 5. A Careers Development Plan is in place for this and we have made excellent links with a local employer to grow this area. Every year we have held excellent and very popular careers fayres but these paused during the pandemic.

The school promotes an inclusive environment that meets the needs of all pupils. Our staff have been trained on the implementation of the Equalities Act so that all staff and pupils are respected regardless of their age, disability, gender, status, race, religion, beliefs, sex or sexual orientation. We are a school where every pupil feels safe, valued and welcomed for who they are. Our school lives out our core values and the teachings of the Gospel every day as well as promoting the core British values. The SMSC dimension is embedded throughout the college but also demonstrated in the day to day interactions of the community. SMSC will be reviewed in 2021-22 and mapped across the whole school. The community works together to help and support each other.

We have an extensive Duke of Edinburgh programme with the largest uptake in Tameside local authority. Our school has been the focus of DFE national marketing and literature as a result of our exceptional work in building up a programme that provides high quality wider development for our pupils. In 2021 we were asked to host a tree planting ceremony to mark what would have been the 100th birthday of HRH Prince Phillip.

	<p>Evidence to support judgements:</p> <ul style="list-style-type: none"> • All Saints has an extremely comprehensive transition package to ensure pupils feel confident and happy here from the very first day. • Parent and pupil surveys show pupils feel safe and demonstrate the improved behaviour in school. • We have a careers advisor who offers impartial advice. We organise careers fairs and colleges are invited to come in and speak to our pupils. • PSHCE, careers programmes • Duke of Edinburgh evidence
<p>Areas for development</p>	<ul style="list-style-type: none"> • Continue to utilise 'Helping you help your child' coffee mornings for parents in order to increase the level of communication with hard to reach families • Reinforce and review the message of the All Saints Way and continue to embed at all opportunities with publicity around school. • Continue to grow junior leadership across all year groups and regularly report back to SLT • Continue to develop staff confidence in Catholic teachings linked to the Equalities Act. • Look at development of mental health provision in house. Although our pastoral staff are accessing training on this, more capacity in this area is needed. • Further develop links with Tameside secondary schools to embed cross school behavioural strategies • Embed, review and develop the RSE resources • Review the Citizenship resources and map Citizenship provision across the whole school within the curriculum • Review opportunities to explain LGBT lifestyles and promote LGBTQ ally programme. • Review opportunities to celebrate key events in the calendar ie. Black History Month, Pride Month • Review the whole 'hidden' curriculum to ensure that equality and the core values are taught
<p>Next steps</p>	<ol style="list-style-type: none"> 1. Train more anti bullying ambassadors to continue the work from achieving the Diana Award 2. Review the impact of the Anti-Bullying Ambassadors and raise their profile around school= 3. Continue the programme of safeguarding and SEND training for all staff, to empower their ability to support pupils 4. Continue to find and embed opportunities that continue to strengthen staff awareness regarding mental health and wellbeing

5. To continue to highlight who the LAC and Young Carer pupils are and to support staff with strategies in how to help these pupils.
6. Calendarize key events to celebrate in the Collective Worship/ assembly programme
7. Map the Citizenship and SMSC provision across the school
8. Map RSE provision across the school and develop a coherent plan of RSE input
9. Implement the Careers development plan linked to benchmarks 4 and 5

LEADERSHIP AND MANAGEMENT – 2

Strengths

Despite the change in the Headteacher and the temporary appointments within the leadership team, the ethos of the leadership team and their core purpose has remained unchanged. The leadership is fully staffed and extended in 2021-22. All roles have been developed and carefully mapped, with a training programme for the SLT planned for the summer break. The effectiveness of leadership and management is good at all levels. Throughout our Ofsted monitoring visits and in the full inspection the lead inspector stated that 'Leaders have transformed this school into a vibrant and happy learning community', 'leaders lead with passion, determination and moral purpose', 'the principles of ethical leadership are paramount' and '... team is highly competent, unified and unremitting in its pursuit to drive up standards with enthusiasm. No stone is left unturned'. The new leadership team have very much been appointed due to the fact that they represent these core values and their skill set has enhanced the SLT. The determination of the leadership team was evident in the work completed by the school during the Covid 19 pandemic as well as the continued growth of the school. Self-evaluation is extremely robust and accurate. The leadership team knows the staff well. The new members of the leadership team have made sure that they have gotten to know the school, the pupils and the staff well as well as parents. They have very much taken on the core ethos of the team and the family atmosphere of Al; Saints.

The coaching programme continued to run with the three Teacher Coaches and the AAHT. ; These teachers are leaders in key areas within school and continue to promote the use of the Science of Learning through the Six Step coaching model and their own departmental time. The Teacher Coach held positions in maths, Art/Performing Arts and RE. These roles are temporary and staff are asked to re-apply for the positions at the end of each academic year. . Subject leaders have been informed that Teacher Coaches are available to support them with staff who may need it.

The school has implemented a programme of department reviews so that each department area can develop their own improvement plan to improve the teaching and learning of the department. These are not mini ofsteds. They are initiated with the HOD and are worked on together so that there is a shared end goal of improvement. Two of these were initiated in Summer 2021 focusing on Maths and Science.

The programme of reviews for 2021-22 is:

Developmental Review Plan for 2021/22

Date	Department	Lead
Term 3 2021	Maths	NGI/AOR
	Science	NGI/AOR
Term 1	Art/Tech	NGI/DBI/Coaching Team
	Humanities	NGI/DBI/Coaching Team
Term 2	MFL	NGI/DBI/Coaching Team
	PE	NGI/DBI/Coaching Team
Term 3	English	NGI/DBI/Coaching Team
	PA	NGI/DBI/Coaching Team

RE has been left out of this programme due to the scheduled Denominational Inspection in the 1st term of 2021-22.

All departments completed their own development plans at the end of 2021-22 so that their departmental improvement matched the SIP targets for the school.

The staff CPD programme for 2021-22 was been planned using the Ambition Institute Learning Curriculum, and the Rosenshine Principles as well as the science of learning. The idea behind this was to support staff in becoming more confident with the teaching strategies aimed at helping pupils to learn and remember more. These strategies are research based, enabling staff to become more familiar with a range of strategies and key pieces of important research. Staff CPD was delivered virtually, due to Covid restrictions, to all members of staff. So that the quality of CPD was maintained despite the virtual aspect, a teacher workbook had been created to support staff with participation and also acts as a record of key learning. Our vision following on from this introduction to key research focusing on the Science of Learning will be that leaders within departments will begin to identify key pieces of research which they want to explore further within their departments; rather than sampling research which this CPD programme will initiate.

The CPD programme the last academic year:

Date	Research focus
30 th September	Principle 1 – Environment and attention: How can teachers help pupils to attend to learning? People can only consciously attend to a handful of stimuli at a time

	Research: Mayer
13 th January	Principle 2 – Working memory is limited Research: Cognitive Load Practice
28 th April	Principle 3– Memory is the residue of thought Willingham, D. (2008). What Will Improve a Pupil's Memory?
5 th May	Principle 4 – Identify and address pupil misconceptions Research: Millar 2016
16 th June	Principle 5 – Prior knowledge determines what pupils can learn. Research: Willingham, D. (2006). How Knowledge Helps. American Educator. Spring.
7 th July	Principle 6 – Help pupils organise their knowledge Retrieval Practise

The current CPD programme for 2021/22

Dates	Focus	Duration
15 th September	Revisit science of Learning RE English Subject specific CPD Learning environment/displays	30 minutes 1 hour
20 th October TL revision strategies	Revision strategies Teaching strategies (I we you, checkpoint marking, Hinge questions)	1 hour
8 th December – Twilight moderation	Moderation of year 11 assessments	1 hour
12 th January	Department CPD RE and English present subject specific approaches to CPD. Departments decide their area of research in line with development plan.	1 hours
9 th March –	Revisit Key principles:	1.5 hours

	<p>1. Principle 1 – People can only consciously attend to a handful of stimuli at a time</p> <p>Research: Mayer</p> <p>Teaching strategies (I we you, checkpoint marking, Hinge questions)</p>	
6 th April	<p>2. Principle 2 – Working memory is limited</p> <p>Research: Cognitive Load Practice</p> <p>Teaching strategies (I we you, checkpoint marking, Hinge questions)</p>	1 hour
18 th May	<p>3. Principle 3a – Memory is the residue of thought</p> <p>Willingham, D. (2008). What Will Improve a Student’s Memory?</p> <p>Teaching strategies (I we you, checkpoint marking, Hinge questions)</p>	1 hour
15 th June	Restorative justice	1 hour
23 rd June	Moderation and marking of year 10 Mock examinations	1 hour
13 th July	Learning environment/ displays	1 hour

The governing body continues to be uncompromising in their ambition for All Saints Catholic College. Over the past number of years governance has continued to be robust and there is significant support and challenge across a range of governance activities. MAT Directors meet regularly and continue to be highly engaged with the school through link governors monitoring of our SIP, and their presence at regular pastoral related panels. As a result, the Governing body continues to have an accurate picture of the quality of education in the school and is providing significant challenge and accountability to the school, particularly relating to the progress being made on the impact of the school improvement plan and pupil progress (see governors’ minutes and monitoring reports). Governors have previously, and post Covid, will conduct school visits to monitor the impact of the school improvement plan and provide challenge and support to middle and senior leaders (see reports from visits). The Governors know the school very well. We have welcomed 2 new parent Governors onto the Governing body this year, as well as a new MAT Director.

Leaders both at senior and middle level continue to set high expectations for pupils and staff. The leadership team has empowered middle leaders to apply the same exacting standards and extremely high expectations and continue to support them with their work. Staff and pupils respect each other and are courteous to each other. As a result, middle leaders’ morale is high and there has been a significant increase in the capacity to rapidly improve the school to a good judgement. Staff are continuing to work together strengthen the mission across the

school, in all lessons and throughout the day to day language we use with each other. Staff voice is positive and parental voice is increasing in positivity on an ongoing basis (see surveys). Staffing is stable. Covid has seen more movement than previous years but we have also taken the opportunity granted by the Catch Up Funding to increase the number of staff in core subjects.

The leadership team conducts a regular staff survey (2-3 times a year) and discusses the findings with Governors at Committee level and full Governors. Feedback is on the whole regularly positive but the leadership team responds to concerns raised. This feedback proforma has been adapted for Covid. We continue to have an 'open door' policy and regularly ask staff to feedback to us. The Headteacher meets with the local representatives of the professional associations to discuss local and national issues. These meetings are always positive and we are commended for our working practices and the support we offer our teaching staff. We have excellent working relationships with the local representatives. r

The well being of staff remains paramount and we ensured that during the covid pandemic that we responded to their needs whilst maintaining a robust, and highly praised, remote learning package. Each term ends with a well being week, where there are no meetings (where possible). We also discuss the impact of all initiatives on staff well being and the impact it would have on the ability to complete their work.

Subject leader briefings continue to take place with the Deputy Headteacher. These happen weekly. In departmental meeting subject leaders continue to moderate internal assessments together. This process is excellent practise as it allows all teachers, including those new to the profession and non-specialists to assess pupil work with confidence. Links have been made with neighbouring schools in most departments attending Tameside Hub meetings. While these are on hold due to current restrictions, leaders continue to use Secure Key Materials from the corresponding exam board to monitor the accuracy of their assessments. These internal assessments have taken place in every year groups, in every subject in the school. The Senior Leadership Team has sampled quality assured every department's assessments. This process has then been discussed at Line management level to investigate consistency and accuracy across teachers within departments. In addition to the quality assurance of internal assessment the Senior Leadership team have requested the exercise books of key pupils. These scrutinies are conducted with Middle Leaders.

In addition to this monitoring plan, which is driven by the Senior Leadership Team and the monitoring cycle, Subject Leaders have also created their own plans within their own departments. Middle Leaders have been encouraged to create their plans based on the needs of their departments. These are shared with SLT but are lead and managed by Subject Leaders.

Leadership training continues through Ambition School Leadership and newly secured training through The Institute for Teaching and Teach First. The impact of this is that these middle leaders are confident with the leadership of their departments and monitoring the impact of their work on pupil outcomes. Middle leaders are now sustaining high quality provision across the school ECF. The impact of this is evident on the drive to improve provision that comes from all staff members. Staff value their professional development and pupils state that teaching is

improving and having a positive impact on their learning and progress. We have run an aspiring middle leadership course through Ambition, and a middle leadership course to strengthen leadership at all levels to bring about swiftly the necessary improvements in the quality of teaching and pupils' progress and behaviour in classrooms and around the school. The impact of all this work is evidenced in the significant improvement of attainment over the last 4 years, along with the strong progress pupils make that are currently in the school.

. Departments design a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. They constantly work on adapting the curriculum offer through mapping exercises and cross-departmental collaboration. From Year 7 onwards, pupils regularly revisit core concepts, recall key knowledge and repeatedly practice subject skills to develop a deeper understanding and mastery in preparation for their next steps and future study.

Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement. There is opportunity to study triple or combined sciences and a wide selection of open subjects are offered including expressive arts subjects, technology subjects, physical education and IT based subjects. . Our curriculum is designed to enable large numbers of pupils to choose creative subjects because we create the time and flexibility to study them up to 16 years old.

Actions taken by leaders to improve the quality of teaching, learning and assessment have been highly effective, and it is now securely good or better. There is no inadequate teaching. Monitoring activities continues to track the impact of training undertaken to embed our teacher toolkit to ensure classes of mixed ability make progress, particularly disadvantaged pupils and the most able. As a result, the difference disadvantaged pupils make in comparison with their peers nationally is diminishing.

We have implemented an extensive programme of catch up across the school (see separate documentation)

The deployment of pupil premium has been continuously reviewed by the headteacher so that the funding is directed at areas that will have impact on pupil outcomes. Impact is evident on behaviour, attendance, terminal results and current progress. (see separate documentation)

Parental feedback indicates a strong confidence in the school, this is also demonstrated through the continued increase to the pupil roll in Year 7. Despite the rapid changes there is a cohesive community ethos within the school and feedback from external visitors, as well as in-house surveys, report that staff morale is good.

There is a thriving extra-curricular programme in place, for example drama, productions, Duke of Edinburgh bronze and silver award, sporting activities and fundraising,. These and other activities and visits have helped to develop the fantastic climate and ethos in the school.

The prayer life of the school has been embedded and each day starts with an act of morning prayer. Increasingly, pupils are developing and leading their own acts of prayer during form times. The second in RE works as Chaplain and has ensured that the liturgical life of the College has grown. We have attempted to have retreats for all year groups. Covid has had an impact on this work but we have ensured that it has not impacted on the religious life of the school. Liturgical events and acts of assembly and collective prayer continued remotely during periods of lockdown. We will continue to have mass for Years 7 and 8 at St Mary's chapel (when permissible_) and are looking at opportunities to

increase the amount of times the pupils visit our local place of Catholic Worship. Assembly is embedded for all year groups and is of a high standard. It ensures that SMSC is evident across the school in all areas of the College life. Pupils regularly talk of our school as a community or family and are well versed in our core values, which the vast majority exemplify every day. Images of Christ and links to the words of Pope Francis, as well as a group of Saints, are evident throughout the College. We now have calendared acts of Catholic worship for all year groups throughout the academic year. We have used the names of 6 saints for our forms. A full chaplaincy plan is created for each academic year. We are fully prepared for a Denominational Inspection in 2021/22. A separate lengthy DSEF has been produced by the RE team and the SLT team. This has been updated on several occasions. We follow the Bishops' Directive on the 10% of teaching time being given to RE (in fact more is given) and we have acted on all areas of improvement from the previous inspection. Since 2016 the religious life of the school has grown considerably.

Leaders and governors use performance management/ appraisal effectively to improve teaching. Performance management/ appraisal is robust and linked to pay progression. Middle leaders use evidence to highlight concerns within appraisal during midterm reviews where teachers have been notified if they are at risk of not making pay progression. Middle leaders are very confident when denying pay progression to underperforming staff. This process is currently led by the Headteacher

Leadership extends to the pupil body who have volunteered to support the school through leadership positions such as prefects, pupil council. The terms of reference for the team have been revised to refocus the team on a teaching and learning remit as well as school life. The pupil leadership team are engaged in leading pupil voice collation to determine areas for development in the school. They would, however, like to further capitalise on the support they give in relation to increasing pupil progress across the school.

Safeguarding is effective. The single central record is always up to date. All teaching and support staff employed at All Saints have undertaken Prevent training, and the child protection policy has been revised to include radicalisation, FGMCSE training and sexual abuse and harassment. Staff have annual safeguarding training as well as half termly updates. . . A new Designated Safeguarding Lead is in place due to staff changes, They are fully trained and have attended all training required. All non-teaching staff have been trained in safeguarding procedures. . We continue to work closely with the Local Authority to support them in embedding their TAS strategy as well as the Neighbourhood Learning Circles.

The school is also working with various agencies develop respect and tolerance for pupils from different backgrounds and to prevent any discriminatory behaviour. The deputy headteacher checks the logs of pupils' internet access to ensure they are e-safe. In order to improve this, we will lead a parental e-safety session to help parents keep their children safe online.

Evidence to support judgements:

- Pupil admission numbers and 1st choice selections 2021 including 16 appeals.
- Ofsted monitoring visits and section 5 report (see reports file)
- Section 48 inspection (see reports file) and DSEF documents

	<ul style="list-style-type: none"> • Attendance has improved from below average to broadly in line with national average. DP attendance continues to be on a 3-year upward trend (see attendance files) • Behaviour is good. There has been a huge reduction in FTEs, IEB referrals and the use of the 'On Call' system (see behaviour file, governors' reports, parental feedback). • pupilThe quality of teaching has improved rapidly and is good (see Ofsted and monitoring documents) • Our school is a safe place to teach and learn. Personal development and welfare are outstanding. 100% of our staff have received safeguard training and we ensure that training is complete for new starters within five working days. We work effectively with several external partners to support pupils at risk. High quality pastoral staff respond well any prevalent issues within the community. (see Ofsted, safeguarding training logs, parental feedback) • The school is fully staffed, staff turnover has decreased significantly(although was a touch higher in 2021 due to Covid) , and strategic recruitment has led to excellent appointments in areas of historic weakness. • Strategies to develop 'deep leadership' at the school are in place. The academy has supported or supports staff on external programmes such as Diocese leadership training, Teaching Leaders, Aspire, Middle Leaders, NPQSL, SLE training, Teach First Leading Together and Future Leaders. Feedback from staff surveys indicate a high value placed on their CPD provision. The impact has been we now have a dynamic teaching staff who secured the recovery for the previous cohorts and are driving good pupil outcomes moving forwards. Middle Leaders have proactively set up their own 'sharing' group to further drive up outstanding practice. • A strong congruity between internal judgments and external reviews indicate accurate self-evaluation. Development planning both long and short term has led to continual improvement. The school actively seeks views from parents, staff and pupils to inform planning. • Performance management systems are robust, and no teacher can progress up the pay spine without demonstrating impact across a range of areas related directly to the school development priorities. • Pupil leadership is excellent. Pupils regularly take ownership for the running of teaching and learning drop ins. Prefects have their own areas of responsibility. Leaders have a strong presence at whole school events. • Parent voice is overwhelmingly positive on Parent View, internal surveys and social media. We have actively engaged with the local press to change perceptions in the wider community (see press clippings).
<p>Areas for development</p>	<ul style="list-style-type: none"> • To established the newly eviewed and newly staffed leadership team to react to the changing nature, and growth of the school, as well as the change in Headteacher • We need to increase the amount of outstanding teaching in order to continue rapid and improved progress for all groups of pupils. We still have improvements to make Science, Maths and PE and with the behaviour management of one maths teacher (who has a secure track record of pupil outcomes) but all have a clear development plan in place. • To review the curriculum so it allows pupils to be inspired and excel including IT, Citizenship, and the embedding of RSE • Continue to train and retain our next senior and middle leaders.

	<ul style="list-style-type: none"> • Grow opportunities for pupil leadership • Continue to drive forward outcomes and develop catch up strategies that best suit the needs of the pupils Continue to increase the level of safeguarding training for all staff including ket issues ie. sexual harassment and abuse • Further reduce FTEs below national levels, reduce Permanent Exclusions to below Thameside levels and try to bring them below National Levels • Increase attendance above national averages – especially for PP pupils • Be a key driver in working with Thameside LA in improving their safeguarding, behavioural and SEND procedures.
Next steps	<ul style="list-style-type: none"> • Review the PSHCE curriculum • Offer alternative liturgical celebrations into the calendar as part of the Covid response, and put in place a full liturgical calendar and chaplaincy for 2021-22 • Review our language relating to chaplaincy to morning prayer, assemblies and liturgies • Review the Pastoral system and develop the number of PSOs in line with the expansion of the school 2021-22 • Maintain the links with Thameside regarding TAS and develop any further links where possible • To review where possible any Alternative Provision Strategies and link with the TPRS

OVERALL EFFECTIVENESS – 2

Strengths	<p>The overall effectiveness of the school is currently good. This is due to continued rapid improvement in outcomes and progress over time which demonstrates that the school is both overcoming historic weaknesses in provision but also embedding highly effective pedagogical practices. The progress of current pupils is strong and there is highly effective leadership at all levels.</p> <p>Historic turbulence in the school was also evidenced in the Ofsted section 5 of July 2018 inspection where inspectors recognised the challenges the school had faced until the end of academic year 2015-2016. The impact of Covid is yet to be seen but we recognise it will have an impact. We have planned to mitigate for this with reviewed programmes of study and staffing developments. These are continuously under review.</p> <p>Our aim was to have the impact of historic issues on terminal performance in year 11 fully eradicated in the results of August 2021 – although the significance of the covid pandemic may have some impact here.</p>
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The current progress pupils make across the school is securely good and we have made sure that we have reacted well to any periods of self isolation or lockdown with remote learning and online lessons. The results from the current Year 11 cohort, for August 2022, with the lithmus test for this.

Since 2018 school has made significant changes to the , senior leadership, middle leadership and teaching staff. Changes have also been made to schemes of work, programmes of study and will be made to the whole school curriculum beginning in January 2022. Timetable changes will take affect from Setember 2022. This nioncluds a 2 week timetable, and a new means to assess at KS3. [The school has seen an exponential growth in pupils and demand for places at 1st choice. We hope that by September 2022 a £2 million programme of building works will have taken place that significantly upgrade the buildings of the school. The school has been transformed. The high standards introduced have been maintained and the community will not sit back now the judgement of 'good' has been secured. The whole school community has strong commitment and resilience with a focus on 'how can we improve what we are doing?' The community continues to work together and has a firm belief that we will be consistently outstanding Catholic school. This collective drive comes from all stakeholders and is a result of strong support from governors, middle and senior leaders and a focus on working together on a collectively agreed vision. External visitors, including other secondary heads, partner primary heads and Diocesan representatives, provide regular feedback of the unique nature of the relentless drive of our staff and pupils. Parental feedback is continuous via social media and is on the whole exceptionally positive.

The school continues to embed our vision 'Be Inspired. Be Excellent. Succeed' to retain our focus on excellence for all pupils, regardless of background. This is at the heart of what we do. This continues to be used by all staff and pupils and is highly visible around the schools, in daily language and in lessons. We have focused again on our mission and values and how they relate to high aspirations in order to enable pupils to use their God-given gifts and talents to the full. Staffing is stable. Staff morale is very high. Exit interviews from Jul;t 2021 indiocated this. Training opportunities outside of school have been limited this year but we still attempt to access links through national agencies ie. Teach First and Ambition Schools. Re-establishing links is a priority for 2021-22. The school has also engaged with Teach First to appoint into shortage subjects. These strategies are in place so that the future leadership of the school is secure through succession planning. Two additional foundation governors and an additional staff governor have been appointed to add further strength to the governing body of the school.

Senior and middle leadership continue to strengthen so that rapid school improvement has the capacity to be sustained in the long term. Senior leaders and core middle leaders continue to engage, above and beyond what is expected of them, in weekend training sessions to focus on developing leadership and a new school improvement plan is in place to address the areas we wish to excel in. SLT have devised a raising standard programme to aid communication with, and support staff in the progress of children across the school. As a result, middle leaders have ownership over driving progress across the school. The impact of this work is evident in in pupil books and being tracked by heads of department and senior leaders on an ongoing basis. The impact is strengthening on pupil progress data. Science of Learning leads and underpins the CPD strategies being delivered to teaching staff. We have developed department development plans which have been trialled within science and maths. The lessons learned from these will be used to develop this process for other key areas.

	<p>Behaviour is good and continues to improve significantly and pupils have developed a firm belief that leaders and teachers support them fully in changing their lives for the better. There is a strong sense of community and family within the school as shown by the extensive and highly positive pupil and parent voice. Behaviour is becoming self-regulated by the pupils. Teachers and pupils are becoming increasingly confident in taking risks in teaching and learning in lessons. Teaching, learning and assessment are now good and improving all the time. We have embraced the pedagogical methodology linked to the science of learning research and that is being embedded across the school. The Internal Exclusion Base continues to be successful in reducing external exclusions, therefore keeping more vulnerable pupils in school. Behaviour is good in lessons. Behaviour is good during breaks and lunchtimes. A continued focus on setting high standards of behaviour and movement happens weekly to strengthen pupil movement to ensure it is consistently calm and purposeful. Effective parental links have been established and parent feedback, including on Parent View, has improved significantly and the school is open to feedback on how it can improve. This is evidenced in comparative in school and parent view records.</p> <p>Safeguarding is effective. The promotion of pupils' spiritual, moral, social and cultural development is extremely strong as evidenced in the Ofsted inspection, monitoring visits and the section 48 inspection April 2017. Pupils are now able to articulate the work they have done to strengthen their spiritual, moral, social and cultural development.</p> <p>Our Catholic ethos is the key driver of everything we do and is at the centre of our school improvement plan. Staff have received training on prayer life and how to bring the teachings of the Gospel into everyday school life. We have a strong Liturgical cycle and Mass is held regularly by our Parish Priest. Pupils and staff reflect regularly as to how they are in the service of others.</p>
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EVIDENCE TO SUPPORT SUMMARY EVALUATION

Insert all documents that you've used to evidence your judgements

Ofsted inspection report:	https://www.allsaintscatholiccollege.com/application/files/4615/4226/9825/ASCC-Ofsted-Final-2018.pdf
Quality of education: 2	
Behaviour and attitudes: 2	
Personal development: 1	

Leadership and management: 2	
Overall effectiveness: 2	