



DIOCESE OF
SHREWSBURY

SELF EVALUATION FORM

FOR

DENOMINATIONAL INSPECTION

IN

CATHOLIC SCHOOLS

SECONDARY

From May 2021

(DSEF – Full Guidance is obtained from using the ‘Denominational Inspection Schedule’ and ‘Denominational Inspection Guidance for Schools’)

CONTACT DETAILS

Name of school: All Saints Catholic College
 School Address (inc Postcode): Birch Lane Dukinfield Cheshire SK16 5AP
 Email (General): schooloffice@allsaintscatholiccollege.com
 Email address of Headteacher/Principal:gdiamond@allsaintscatholiccollege.com
 Date of last S48 Inspection / Monitoring Visit: 27 & 28th March 2017
 LA: Tameside

URN No:

Tel No: 0161 3382120

Staffing sheet

Please complete and return with your SEF.
 Use additional boxes to add anyone of whom you think the Inspectors should be aware.

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Staff position	Full name	Additional roles/responsibilities
Headteacher	Gus Diamond	
Head's PA	Karen Leigh	
Deputy Head	Natalie Gilligan	Specialist Leader of Education
Assistant Headteacher/s	Gill McFadden Sara Scott Chris Cluitt David Bibby Jacqui Dennan (AAHT)	Specialist Leader of Education (Finance) Specialist Leader of Education. Safeguarding
Head of RE	Katy Rutter	

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RE Staff	Monika Timkovicova Aaron O'Neill Pamela Bullock Chloe Hirst	Second in Department - Chaplaincy
Chaplain	Monika Timkovicova	Monika is a teaching staff member with chaplaincy responsibilities. We have also given additional free time capacity to our new RE teacher to support.
Chair of Governing Body	Stephen Secretan	Chair of Teaching and Learning Committee Governor at Blessed Thomas Holford Catholic College
Link Governor for Religious Education	Father Oliver O'Doherty	Foundation Governor Chair of Governors, St Mary's Catholic Primary School
Local Clergy involved in school	Father Oliver O'Doherty St Mary's Parish Dukinfield Canon Michael Gannon	We also have support from Sandy Fairley at the Diocese Youth Mission team who is also a Governor

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All Saints Catholic College Mission Statement

Mission Statement

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

College Prayer

Loving God,

Inspire us to be excellent in everything we do at All Saints.

Help us to respect all members of our community.

Enable us to use our gifts and talents to the best of our ability, so that we succeed on our chosen path.

Amen.



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FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly,

any significant changes in its circumstances since the last inspection

We are smaller than average Catholic 11-16 Academy. Since the last Denominational inspection, the school has undergone significant transformation in all areas. In July 2018, Ofsted undertook a section 5 inspection which removed special measures and deemed our school as 'Good' with 'Outstanding' personal development and welfare. Results have improved each year moving from a P8 of -0.88 in 2017, to -0.055 in 2021. We look set to have a positive P8 score in 2022.

Our school attracts predominantly white British working class pupils with high levels of disadvantage and low levels of pupils with EAL. Our number of disadvantaged pupils on roll is increasing over time. As a Greater Manchester school we naturally attract a diverse population of pupils and this trend is set to continue. We are currently experiencing a rapid increase in the number of pupils on our roll because of our Ofsted judgement, rapidly increasing outcomes and excellent parental perceptions. Working with Tameside we have determined to increase our PAN for the next 3 academic years to 180. Currently in the Year 7 cohort commencing in September 2021 we are full with 183 pupils joining us. We had 16 appeals of which 3 were successful. We also determined to offer a place above PAN to a LAC pupil with SEND as the Virtual Head believed that we were the most suitable school for this young person. In September 2019 we were full in Year 7. In September 2018 we had 595 students on roll and by December 2019 that has risen to 665. As of April 2021 we were 701. For the 2020-21 Year 7 cohort we were full and for the first time in over 10 years had appeals for places. From September 2021 we have increased the PAN for Year 7 to 180. That year group is full and we have 17 appeals. Currently we have 765 pupils on roll. We have a low, but increasing, percentage of practising Catholics. We have a higher number of pupils who have chosen All Saints as their first choice and are coming from our feeder Catholic primary schools.

We have a stable staffing body which has only seen one member of staff leave during academic year 2017-2018 and two staff leave at the end of July 2019. This has provided students with a sense of security and consistency. Within the RE department we have also seen a more stable and growing staff body including an appointment of a Second in Department with a lead in the Chaplaincy life of the school as well as three full time teaching staff, two specialists and one who has recently completed their CCRS qualification. Our RE department remains one of the strongest departments in the school and is certainly the most stable department over the last 5 years, providing the consistency and quality that was much needed during the times of turbulence and change.

Outcomes since 2017 have improved across the school and in RE. Despite the increased rigour in the RE GCSE, outcomes have maintained and are in line with or better than other core subject areas. More able pupils perform significantly better in RE than in other core subject areas. Throughout special measures monitoring visits and in the section 5 inspection, RE has been regarded as a key strength in the school with comments such as 'outcomes were stronger in some subjects, notably in religious education' (section 8 4-5 October 2016), 'in Religious Education...pupils made rapid progress because of high quality planning, the teachers' secure subject knowledge and extremely high expectations', 'pupils' progress in religious education is good' (section 8 27-28 June 2017), 'pupils make strong progress in ...religious education because teachers design learning that meets their needs' (section 8 12-13 December 2017), 'the quality of teaching in religious education...is especially good', '(in key stage 3)...pupils make particularly strong progress in ...religious education', '(in key stage 4) current pupils have made consistently good progress in many subjects for example...religious education' (section 5 12-13 July 2019).

We are a school that truly represents our local community. 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. Some of our pupils have low literacy skills on entry, and the associated lack of key vocabulary is a barrier to progress. Many also lack some of the rich, cultural heritage of children in more advantaged areas. We are also attracting a number of students who have experienced behavioural difficulties in their education. As of July 2021 we were in the top three of the Tameside schools for fair access. This is the case in September 2021 where we are in the top 2 schools. This is out of 15 other schools, We have been within the top three schools for over five years. This indicates that we are consistently taking in and welcoming students who have myriad and diverse

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needs, which have often gone undiagnosed. We regard our school as the one constant in these pupils' lives and as their source of support. As a result, we accept the impact these pupils will have on our outcomes in turn for maximising their life chances. Our pastoral care system was rated as outstanding in the July 2018 section 5 report from HMI and we seem to be 'bucking' the trend in terms of behavioural statistics.

In terms of the number of declared Roman Catholic children on roll, that number has also been variable for the Year 7 intake of the last three years. This naturally has impacted on the children's understanding of Catholicism and acts of Catholic worship and the Year 7 RE curriculum has been adapted in response to this and is in line with the Shrewsbury Diocese guidance on KS3 teaching following the People of God scheme. We have also extended the number of faith opportunities for the Year 7 starters to educate and 'ground' them in the Catholic life of the school. The liturgical calendar starts at transition evening in which parents are given a prayer card as a piece of Catholic artefact to keep. There is also a welcome mass for our new Year 7 pupils and their parents where we give them a decorated cross again to keep in their homes. From there we ensure that our Year 7s are given a number of liturgical and Eucharistic celebrations throughout the year and we have introduced a trip to St Mary's chapel for the Year 7s so they can see inside a place of Catholic worship. These liturgical celebrations continue throughout their time at All Saints. We now have stronger links with our local parish, St Mary's, which include regular meetings with Father Oliver, a clear chaplaincy schedule for the academic year, celebration of year masses, celebration of the carol service at St Mary's, reconciliation services, Ash Wednesday service as well as Year 7 and 8 pupils attending mass at St Mary's. All of our Year 7 pupils in 2019 and 2020 have completed their Pin Award in Faith in Action. We also have retreats that have been planned and delivered for Year 7, 8 and 9 with the next step being for a retreat with Year 10 being organised.

Year of Transfer	Percentage from Main Feeder catholic Primary Schools	Percentage of declared Roman Catholics
2018-19	35.3%	32.5%
2019-20	35.6%	32.1
2020-21	31.1%	28.5%
2021-22	28.96%	30.05%

No. of pupils in Year 7 = **183**

No. of pupils from main feeder primary schools = **53**

St Paul's 21
St Mary's 19
St Peter's 9
St James 4
St Raphael's 0

No. of Catholic pupils from main feeder schools = **44**

Total number of Catholic pupils in Year 7 = **55**

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In terms of literacy, we have a large number of pupils arriving at school not having achieved expected standard at key stage 2.

	Below 100	Reading age below 11
KS2 2020	KS2 validated scores	50%
KS2 2019	25%	60%
KS2 2018	27%	41%

CATS verbal – reading and writing

	Very low	Below average
Year 7 2020	6%	18%
Year 7 2019	1%	16%
Year 7 2018	0.02%	11%

We also have a very variable intake in terms of ability **2021-22 cohort**

		Year 7		Year 8		Year 9		Year 10		Year 11	
		No Pupils	%	No Pupils	%	No Pupils	%	No Pupils	%	No Pupils	%
Summary	All Pupils	182	100	151	100	151	100	133	100	147	100
Prior Attainment	Higher attainers					44	29.1	42	31.6	36	24.5
	Middle attainers					83	55.0	64	48.1	69	46.9
	Lower attainers					22	14.6	16	12.0	26	17.7
	No prior attainment					2	1.3	11	8.3	16	10.9

As a small school, resources are also limited however we take steps to minimise this impact on delivery of the curriculum through high quality teaching. We ensure that we follow the Diocesan directives on the teaching time given to RE and we resource RE in line with other core departments.

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PUBLISHED ADMISSION NUMBER FOR SCHOOL = 180 (from 2021)

Pupils	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	183	151	152	133	146	765
Catholics on roll	36	42	47	40	28	193
Other Christian denominations	43	53	46	50	33	225
Other faith background	11	18	6	13	32	80
No stated religious affiliation	93	38	53	30	53	267
Number of learners from ethnic groups	24	27	21	35	55	162
Total on SEND Register	35	22	15	8	14	94
Total with EHCPs	3	4	2	1	2	12
FSM	43	51	53	42	58	247

2018-19 2019-20 2020-21

Permanent exclusions in last 3 years	0	5	1
Fixed term exclusions in last 3 years (DAYS)	137	81.5	94
IMD year	2010	2015	2019
Index of multiple deprivation - Rank	15686	16288	12995

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Index of multiple deprivation - Decile	-	5	4
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PARISHES SERVED BY THE SCHOOL		
Name of Parish	No of Pupils	Parish Priest
St Mary's Catholic Primary School, Dukinfield.	210	Fr Oliver O'Doherty
St Paul's Catholic Primary School, Hyde.	235	Fr Oliver O'Doherty
St Peter's Catholic Primary School, Stalybridge.	231	Fr Philip Atkinson
St Raphael's Catholic Primary School, Millbrook.	222	Fr Philip Atkinson
St James' Catholic Primary School, Hattersley.	195	Fr Paul Hughes/Fr Philip Atkinson

STAFFING	
Total number of full-time teachers (including Headteacher)	41
Part-time teachers	7
Total full-time equivalent	47.2
Support assistants	3
Percentage of Catholic teachers f.t.e.	36
Number of teachers teaching Religious Education Curriculum full time	4
Number of teachers teaching Religious Education Curriculum part time	1
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0

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FINANCIAL DATA

Please indicate the total expenditure for Religious Education and the other core curriculum areas for the last two years

	Current Financial Year (£)	Last Financial Year (£)
Religious Education	4000	4000
English	4000	4000
Mathematics	4000	4000
Science	5000	6500

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CPDF PROVISION

Please indicate staff CPDF provision (external or internal) for the school's Catholic Life (including RSE), Curriculum Religious Education and Collective Worship.

CPDF RELATED TO THE SCHOOL'S CATHOLIC LIFE WITHIN THE LAST THREE YEARS

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost (Where applicable)
Sept 2018	All Saints Catholic College	Catholic ethos and imagery, leading Collective Worship	All	2	
28/06/19	All Saints Catholic College	INSET day training on prayer and Catholic life	All	6	
	All Saints Catholic College	Staff retreat to Savio House - Awe and Wonder: Christ at the Centre			
Sept 2019	Local Pastoral Network	Catholic ethos and the purpose of Catholic schools. Catholic teachings on equality.	All	2	
25/10/19	All Saints Catholic College	Local Pastoral Area Deanery Day – with all staff from partner Catholic primary schools	All	7	
27/11/2019	Pat Barker All Saints Catholic College	Leading Collective Worship training	All	0.15	
05/02/2020	All Saints Catholic College	Prayer Life	All	2	
1/09/2020		Catholic Vision and Values	All	1	
27/01/2021		Prayer Life	All	0.15	
10/03/2021					

RELIGIOUS EDUCATION CPDF ATTENDED WITHIN THE LAST THREE YEARS

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Date	Providing Body	Content	No. of Staff	No. of Hours	Cost (Where applicable)
19/10/16 13/3/17 17/10/17 13/3/18 14/6/18 16/10/18 11/3/19 19/10/19 09/07/2019, 09/03/2020, 07/10/2020 26/11/2020 26/01/2021 17/03/2021 23/06/21 16/9/16 1/2/17 3/5/17 22/9/17 24/1/18 1/5/18 21/9/18 23/1/19 9/5/19 20/09/19, 22/01/20,19/11/20, 20/01/21 10/03/21 16/06/21	Edexcel Diocese of Shrewsbury Diocese of Shrewsbury	Edexcel Marking Judaism CPD SHORE COAST	1 1 1 1	7 7 7 per session 7 per session	

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COLLECTIVE WORSHIP CPDF ATTENDED WITHIN THE LAST THREE YEARS

Date	Providing Body	Content	No. of Staff	No. of Hours	Cost (Where applicable)
See first table					
November 2018	Diocese of Shrewsbury	Spiritual Day of Reflection for Headteachers	1	7	
May 2019	Diocese of Shrewsbury	Diocesan Headteachers' Conference	1	16	
November 2019	Diocese of Shrewsbury	Spiritual Day of Reflection for Headteachers	1	7	

DIOCESAN CPDF ATTENDED WITHIN THE LAST THREE YEARS

(For full list of Diocesan Provision see CPDF booklet, available on the Shrewsbury Diocese Website)

CPDF Opportunity	Name	Role	Date(s)
Governor Briefings	Stephen Secretan	Vice COG	3/10/17 6/2/18 2/10/18 5/2/19 21/5/19
	Stephen Secretan	COG	04/02/2020
	Colette Garner	Former COG	03/10/2018
	Linda Emmett Stephen Garvey Ann Silcock	Foundation Governor	9/11/2019

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Governor Induction	Liz Hampshire	Parent Governor	November 2019
	Sandy Fairley	Foundation Governor	January 2020
Governors' Conference	Ann Silcock	Governor	10/11/2018
Headteachers Meeting (DASH)	Gus Diamond	Headteacher	All attended
Headteacher Induction	Linda Emmett	Headteacher	2016
	Gus Diamond	Headteacher	14.9/20, 22/01/21
Headteacher Briefings	Linda Emmett	Headteacher	23/09/2019, 30/01/2020
	Gus Diamond	Headteacher	3/02/2021
Diocesan Association of Deputy and Assistant Headteachers (DADAH)	Gus Diamond	Deputy Headteacher	12/3/18 8/10/18 10/2019 20.1.20 27.1.20, 18.1.21
	Stephen Garvey	Associate Deputy Headteacher	27.1.20
Catholic Certificate in Religious Studies (CCRS)	Pamela Bullock	Teacher of RE	September 2018 - 2020
Foundations in Faith			
NQT/RQT programme			

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CPDF Opportunity	Name	Role	Date(s)
Catholic Leadership Programme (CLP)	Gus Diamond	Deputy Headteacher	2018-2019
Catholic Middle Leadership Programme (CMLP)			
Post Graduate Catholic Leadership Programme (PGCLP)			
Aspiring DHT / HT			
Secondary Heads of RE (SHORE)	Katy Rutter	Head of RE	19/10/16 13/3/17 17/10/17 13/3/18 14/6/18 16/10/18 11/3/19 09/07/19 19/10/19 09/03/20 07/07/20 26/11/20 26/01/21 17/03/21 23/06/21
Chaplains of All Schools Together – Secondary Schools COAST	Monika Timkovicova	2nd in RE/ Chaplain	16/9/16 1/2/17 3/5/17 22/9/17 24/1/18 1/5/18 21/9/18 23/1/19 9/5/19 20/09/19, 22/01/20,19/11/20, 20/01/21 10/03/21 16/06/21
Primary Curriculum Working Party (PCWP)			
RE Co-ordinator Hub			
RE Co-ordinator Induction			
Other : Gender/ Sexuality	Gus Diamond Linda Emmett	Deputy Headteacher	April 2018

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RSE Meetings and support sessions	Katy Rutter Gus Diamond Monika Timkovicova	Headteacher of RE Headteacher	October 2019, January 2020 1.7.19 14.1.20 Attended all 2017-present
Caritas	Linda Emmett, Gus Diamond, Monika Timkovicova	2nd RE/Chaplaincy	Oct 2020, March 2021 Various 2019 dates
DASH and Mini DASH	Katy Rutter, Gus Diamond, Linda Emmett	Headteacher, 2nd in RE, Chaplaincy Head of RE, Deputy Headteacher, Headteacher	Various 2017-2021
Denominational Inspection Briefing	Gus Diamond	Headteacher, Deputy Headteacher,	26/11/2019, 16/06/21, 22/06/21
Local Pastoral Area Meetings	Linda Emmett, Gus Diamond, Natalie Gilligan, Katy Rutter, Katie Rutter, Linda Emmett, Gus Diamond	Head of RE	2020-21
DSEF training with Julia Cunningham	Linda Emmett, Katie Evans		Academic Year 2019-2020

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<p>Provision of support for other Diocesan schools (Science and leadership at St Paul's Catholic High School, Science support at St Chad's High School, Maths and Humanities support at Cardinal Newman Catholic High School, English and Maths support at St Mary's Primary School)</p> <p>Talented Leaders School Improvement Cluster brokered by Graeme Hollinshead. This includes the Headteachers of three Catholic High Schools - All Saints, Loreto High School, St Peters High School.</p>	<p>(Head of Maths), James Rutter (Head of Humanities), Jacqui Dennen, (Lead Teacher of Maths), Natalie Gilligan (Assistant Headteacher)</p> <p>Linda Emmett</p>		<p>Academic Year 2017 - 2019</p>
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RELIGIOUS EDUCATION GUIDANCE TO PARENTS

Give details of guidance for parents related to the Catholic Life of the school, Religious Education curriculum, and Collective Worship, e.g. talks, workshops, open days/evenings and newsletter, support during online provision.

LAST TWELVE MONTHS

Date	Content	No of Hours (where applicable)
Ongoing	Details of RE curriculum on website and social media Twitter@allsaintscclud, Facebook All Saints Catholic College page Resources to support RE at home on Show my Homework Letter to parents about Mass and Collective Worship	
Jan 2019	Year 11 Curriculum Evening (Helping you help your child) Year 10 Curriculum Evening (Helping you help your child) Year 9 and key stage 3 Curriculum Evening (Helping you help your child) Year 8 Options Evening	1hr 30mins 2hr 30mins 1 hr 2hr 30mins
September 2019	Open Evening Year 7 Welcome Mass	2hrs 1 hour
November 2019	Year 11 Awards Evening	3 hours
November 2019	Parental Surveys for year 11 and year 10 parents.	1 hour
December 2019	Carol Concert	1 hour
October 2020	Online Open Evening	1 hour
November 2020	Remote Year 7 Welcome Mass via Youtube link Remote Year 11 Prize Giving	30 mins

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December 2020	Virtual Carol Concert via Youtube link	30 mins
Lockdown January 2021 – March 2021	Collective Worship Weekly prayers used by form tutors during team meeting with their forms in Lock Down made available on Show My Homework for parents to use	
Lent Activities	Virtual Lent Liturgy via YouTube Virtual Reconciliation Service via YouTube Virtual Stations of the Cross via YouTube Lent Fundraising – Good Shepherd Appeal – CARITAS – raised £274 Virtual Pentecost Liturgy via YouTube Summer Fundraising – Tameside and Glossop Scanner Appeal – social media	
Summer term activities	Year 7 ‘How High Can I Fly’ Retreat – website and social media communication Year 8 Mass (28.9.21) Year & Welcome Mass (October 2021) Afghanistan Refugees Fund raising Extended registration linked to Cafod Go Green Week	
Autumn Term	w/c 20 th June – Go Green week European Day of Languages	

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CONSULTATION WITH PARENTS

Please give details of consultation with parents with regard to the Catholic Life of the school, Religious Education and Collective Worship within the last two years

Date	Area of Consultation	Outcomes
Various	<p>Prior to Covid at every year group parent's evening, parents receive a questionnaire where parents are asked about the quality of education, guidance and support their child receives. Parental Views taken specifically about the religious character of the school.</p> <p>Open evenings, induction evenings and events explain the Catholic life and ethos of the school and the expectations we place on pupils and parents. This has continued with the online open evenings, and on line transition evenings (see website)</p>	<p>High satisfaction on school's provision</p> <p>High pupil engagement with liturgies, Masses, retreats</p> <p>Adopted Charter Award achieved</p>
May 2019 December 2019	<p>Parental input on our Anti-Bullying Charter</p> <p>Parental input on anti-bullying bronze award.</p>	
July 2020 and May 2021	RSE Consultation and Ten Ten Resources	Ten Ten Resources Adopted
June 2021	Changes to the 7/8 key stage 3 curriculum	

COLLECTIVE WORSHIP

Please give details (start and end times) of the provision of Acts of Collective Worship whether whole school, year groups or in small groupings.

	Groups	Location e.g. virtual, chapel, outdoors, classroom, prayer garden, church, hall	Times
Monday	Whole Staff Year 11 Years 7-10	Briefing Main School Hall Assembly Form time daily prayer	10 minutes (8:40-8:50) 15 minutes 9am – 9:15am
Tuesday	Year 10 Years 7,8,9,11	Main School Hall/ Assembly Form time daily prayer	15 minutes 9am – 9:15am
Wednesday	Whole Staff Year 9 Years 7,8,10,11	Training Main School Hall Assembly Form time daily prayer	10 minutes (8:40-8:50) 15 minutes 9am – 9:15am
Thursday	Year 8 Years 7,9,10,11	Main School Hall Assembly Form time daily prayer	15 minutes 9am – 9:15am
Friday	Year 7 Years 8,9,10,11	Main School Hall/ Assembly Form time daily prayer	15 minutes 9am – 9:15am

STANDARDS OF ATTAINMENT DATA

Data for current and previous years - to be used in discussion with inspectors. It is recognised that schools record achievement data in a variety of ways, particularly at KS3. The tables below provide a guide as to the information that inspectors will be considering. Schools wishing to provide information in a different format for Inspectors can be assured that any and all performance data will receive careful scrutiny and consideration.

BASIC RELIGIOUS EDUCATION DATA

RE Curriculum Time	Y7	Y8	Y9	Y10	Y11
How many lessons in a curriculum cycle : what is the length of a lesson	3 x 1 hour	3 x 1 hour	3 x 1 hour	3 x 1 hour	3 x 1 hour
Total teaching time per cycle (mins) (All subjects)	1500 mins	1500 mins	1500 mins	1500 mins	1500 mins
Total teaching time per cycle (mins) (Curriculum RE)	180 mins	180 Mins	180 Mins	180 Mins	180 mins

Year 9 Pupils	2016-17		2017-18		2018-19		2019-20		2020 - 2021	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
No. of pupils	41	72	39	78	38	77	47	100	47	89
% making above expected progress	67%	60%	35%	65%	59%	46%	66%	74%	40%	42%
% making expected and above progress	80%	73%	65%	82%	81%	46%	77%	82%	55%	48%
Religious Studies GCSE	2016-17 Academic Year		2017-18 Academic Year		2018-19 Academic Year		2019-20 Academic Year		2020 – 2021 Academic Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number in Y11	37	63	58	51	42	76	42	82	39	76
Number entered GCSE full course	30	56	57	50	41	75	39	77	38	74
% achieving 7-9 [A-A* 16/17]	10%	16%	4%	34%	20%	21%	10%	31%	16%	28%
% achieving 5-9 [C-A* 16/17]	50%	59%	28%	58%	41%	55%	44%	62%	37%	63%
English Language GCSE	2016-17 Academic Year		2017-18 Academic Year		2018-19 Academic Year		2019-20 Academic Year		2020 – 2021 Academic Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number in Y11	37	63	58	51	42	76	42	82	39	76

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Number entered GCSE full course	36	63	57	51	41	75	41	82	38	75
% achieving 7-9	3%	11%	9%	16%	15%	24%	7%	33%	8%	20%
% achieving 5-9	25%	35%	35%	69%	39%	65%	46%	67%	55%	80%
% achieving 4-9	36%	54%	56%	82%	61%	73%	66%	82%	76%	91%

* Targets for cohort

OVERALL EFFECTIVENESS

OVERALL GRADE: Good

How effective is the school in providing Catholic Education

See Diocesan Inspection Schedule: Page 5

The overall effectiveness of Catholic life and RE has rapidly improved within the context of a rapidly improved and improving school and is now good.

- Our mission statement has been co-constructed by staff, parents, pupils and governors. This is lived and breathed by all stakeholders and underpins our rapid transformation, joyous ethos and focus on excellence. It is now displayed around the school and is consistently brought into acts of assembly
- Our Governing body and Directors are fully committed to the Catholic life of our school. They hold leaders to account to the quality of the Catholic life of the school, visit school regularly and are very supportive of the work of leaders and staff. All aspects of Catholic life are reported regularly to the Governing Body via the Headteacher's reports
- Leadership in the school is ethical, positive and supportive of all staff and pupils. Leaders model leadership within the Catholic ethos.
- The RE department is strong and is at the heart of our school. The department leads our Catholic ethos with passion and dedication. The standards of teaching in RE have been excellent even throughout historic challenging times and during Covid and lockdown with pupils fully accessing work. The department have been at the forefront of the positive transformation of our school. From September 2021 we will have a department which consists of four specialist teachers and one who has undertaken the CCRS to ensure their subject knowledge in RE. This staff member also acts as a Teacher Coach and is part of the support in place for teachers to develop their pedagogical practice.
- Pupil voice in relation to RE is strong. This is evident in surveys, parent surveys and Ofsted reports. Pupils not only accept RE as a core subject in the school but as a vital part of their education to develop themselves as well rounded individuals who will contribute positively to our local community both now and in the future.
- Pupils are involved in regular liturgies, whole school masses and retreats. Acts of worship, prayer and assembly continued throughout the lockdown
- Prayer life is regular and pupils have the opportunity to pray in the morning, write prayers and undertake reflection. Pupils have also participated in and lead weekly acts of assembly with their year group. This will be re-engaged in 2021 after the disruption of lockdown but prayer life continued during lockdown and pupils self isolating have also had access to the morning prayers sent out each week by the Chaplain.

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- Each form is allocated a saint to learn about. This is so that they can see examples of Christian teachings in action including well known saints and modern saints and how they link to our core values.
- Outcomes in Year 11 have improved since the previous inspection. Since the change in the GCSE grading system, they have remained stable in the face of increased challenge, low literacy levels and historic turbulence. Despite the challenges faced to schools and pupils throughout the pandemic as well as the changes in the awarding of grades, pupils in RE were still able to achieve good grades in 2021. We have had 23.8% of pupils achieve grades 7-9, 54.8% grade 5-9 and 69.9% achieving 69.9%. Although slightly down on the grades achieved in August 2020, when there was a lack of guidance from Exam Boards on how to award grades, from 2021 have improved on our grades achieved in 2019, the last time pupils experienced a similar rigour in achieving their grades. In August 2020 24.14 of pupils achieved grades 7-9, 56.03 achieved 5 plus, and 70.69 achieved 4 plus. In August 2019 20.7% of students achieved grade 7-9, 50% achieving grade 5 -9, and 65.5% achieving grade 4-9. In August 2018 17.43% of pupils achieved grade 7–9, 42% achieving 5-9, 51.3% achieving 4-9 and no pupils receiving an unclassified result. Our results were in line with other schools of a similar demographic and show the challenge of the proportion of Catholics on roll, overcoming historic weaknesses in other core areas and low literacy levels.
- From our Ofsted report of 2018 overall school results are graded as RI. RE results are improving over time, and there is a real high quality of education and pedagogy in RE (shown in books and lessons) . We do accept that there has been a lag in impact on terminal outcomes up to the 2020 cohort, and results still require improvement to be in line with the national average which in 2019 was 71.9%. However, they are in line with other core departments and are on an upward trend and were only 2% short of this in 2021 (at 69.64%). From 2016 there is a huge increase in results in RE and this mirrors the picture on year on year school improvement.

Currently in the department we have five teachers who are consistently good – outstanding in their teaching practice. To prepare students for KS4 we ensure that our teaching in KS3 allows for a strong foundation of the Catholic Teachings as well as exploring philosophical and ethical issues and covering other main world religions. We believe that with a specialist team delivering KS3 will have a positive impact on outcomes as well as building pupil knowledge from those who have not come from a Catholic primary or are not practicing Catholics. Pupils enjoy RE and do want to achieve in the subject.

As a result of a strong leadership team in the school, training, and a committed chaplaincy team, as well as a secure department we also have an outstanding pastoral team who offer support to all of the pupils, especially the most vulnerable, to ensure that they can progress academically and also as individuals who have a significant role in this world. The school has been on a rapid journey to become a good school which has enabled us to provide a provision of Catholic education which has improved to being good. Our aim is to be outstanding and this vision is shared by stakeholders. We have a clear development plan for the school which has a specific strand on the Catholic life of the school which has a number of actions which we have already achieved and also a number of new initiatives that we intend to undertake over the next academic year to further develop our Catholic community. Through the securing of permanent teaching staff and a full-time pastoral team we will be able to see a further impact on the behaviour and attitude of students. As such their engagement within the spiritual life and with their own spiritual development will increase and their attitudes will become even more positive. During lockdown the religious life of the school has remained paramount. Liturgical events have been celebrated remotely, and acts of assembly (formerly known as Collective worship) have continued remotely as well.

**What does the school need to do to improve further?
(Areas and actions to be taken)**

- Reintroduction of retreats and ensure that all year groups have a retreat (see SIP)
- Continue to develop links with Diocesan Youth Ministry Team. This is so that pupil leadership of the Catholic life increases.
- Continue to develop links with other faiths so that pupils strengthen their respect for diversity in our multi-faith communities.
- Further develop staff retreat programme and links to the St Anselm Deanery Days.
- Further development of staff and pupil engagement in all years leading prayer/assembly – re-engage all pupils with opportunities to lead in prayer. Continue programme of staff training so that staff feel increasingly confident in leading prayer/assembly in their forms and whole school.
- Use of the chapel for the celebration of prayer life so that it is strengthened as the heart of the school.
- Embed the GCSE curriculum further to increase outcomes and maximise the impact of strong teaching.
- Embed the SOW for KS3 which is fully aligned with the current Diocesan Curriculum Framework and has been developed with the People of God schemes. This is so as to ensure pupils in KS3 are also receiving a rigorous education in preparation for KS4 and the challenge of the GCSE.
- Continue to work as a cluster group with schools in the diocese who are also completing the Edexcel GCSE. This is so that we can share and learn from best practice through our Diocesan family.
- Full induction for our new member of staff so they feel supported and able to educate our pupils to the highest standard.
- Further grow the staffing in the department as the school continues to grow so that religious education maintains its status as a strong core subject.
- Establish a highly effective model for Chaplaincy as the school grows. Look at possibility of sharing a Chaplain across our partner primary schools.
- Train staff in the language of 4 Cardinal Virtues, Made in the Image of God and ensure that these are embedded after 2021-22

Within the following areas for inspection, Key Aspects are evaluated against Impact of Actions

Catholic Life

Grade:

Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school

See Diocesan Inspection Schedule: Pages 6, 7 and 8

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>The extent to which pupils take on responsibilities and take part in developing the Catholic character of the school <i>Criteria bullet points 1, 2, 6, 7, 11</i></p>	<p>Pupils have been actively involved in the mission statement review and any subsequent reviews of values and imagery. The 2nd in RE/Chaplain, along with HOY and form tutors plan and deliver everyday acts of prayer and regular acts of Collective Worship linked to the Catholic liturgical year and the core mission/values of the school. Students lead and participate in these acts Students participate in several act liturgical and Eucharistic celebrations throughout the year. All year groups have at least one mass with the Parish Priest. There is also an Advent Service, and Ash Wednesday service, and a Reconciliation service</p>	<p>Pupils actively involved in the Catholic life of the school and aware of our values.</p> <p>Strong Catholic ethos around school and embedded in students, staff, parents and in imagery in classrooms and around schools</p> <p>All students participate in at least 3 acts of liturgical/ Eucharistic acts of collective worship led by the Parish Priest every year</p> <p>Students regularly talk about the family and community ethos of the school</p> <p>The school has an anti bullying charter which was written by students</p> <p>Students in all years access a daily act of collective worship through prayer in their form</p>	<p>Collective Worship Rota School and Chaplaincy calendar Prayer stations in classrooms Liturgical display in the hall. Form Tutor visits by 2nd in RE/ Chaplain Student Voice Parent Voice Behaviour Data Governor Reports Talent cloths displayed on corridors Imagery of the Risen Christ. Stations of the Cross around school. Hopes and dreams displays Social media Cards from CAFOD world gifts – over £600 raised in 2019. Examples of pupil led collective worship Local press reports Attendance at mini-dash Year of the Word posters Mosaics Faith in action Reflections in the chapel built in to SOW for KS3. Year of Joseph displays around the school.</p>

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	<p>All Students in Years 7-9 participate, with their form tutor in yearly retreats. Students in Year 7 have visited St Mary's Chapel to see a Catholic place of Worship. Both Years 7 and 8 celebrated the feast day of St Peter and Paul at St Mary's Chapel</p> <p>The Caritas group has been formed so that students can lead in charitable fundraising activities. They have led in the non-uniform day collection in July 2019. As a school all students participate in termly acts of charity such as CAFOD world gifts, World Jumper Day, and food collections</p> <p>The annual carol service is held at St Mary's chapel which involves a growing number of students.</p> <p>Adaptation of whole school liturgical celebrations to a virtual platform.</p>	<p>room or through a year group act in the hall (assembly)</p> <p>A growing number of students are able to complete the sacrament of confession before the Easter celebration</p> <p>The school has raised a considerable amount of money in fundraising activities for local and world charities. These have been reported in the press</p> <p>Virtual liturgical celebrations have allowed for pupils to continue to explore and grow their faith</p>	<p>Due to COVID Key liturgical events e.g. Reconciliation and Lenten services have been celebrated virtually and can be found on our school website.</p> <p>Rosary Chain – praying to end the pandemic.</p> <p>Collective worship to celebrate key moments in the year – Elizabeth Prout, Fratelli Tutti</p> <p>Eyes of the World CAFOD campaign display.</p>
<p>Pupils' sense of belonging to the school community and their relationship with those from different groups and backgrounds; <i>Criteria bullet points 3, 4, 5, 10</i></p>	<p>Behaviour around school is good and key indicators of behaviour (ie. Permanent exclusions) support this.</p> <p>A number of students have been trained as Anti Bullying Ambassadors</p> <p>All Saints was used as a model of good practice (2018) by HMI when</p>	<p>Incidents of bullying are rare, as reported in the Governors reports, and students report that they feel safe in school</p> <p>HMI inspectors during the Section 8 visits and in the final section 5 visit in July 2018 reported that students vocalised consistently about the strong family/community value that the school has</p>	<p>Behaviour around school is good and key indicators of behaviour (ie. Permanent exclusions) support this, Ofsted reports.</p> <p>Outstanding pastoral care provided to ensure our pupils feel part of a family and feel safe and cared for. This includes our most vulnerable pupils.</p> <p>A number of students have been trained as Anti Bullying Ambassadors</p>

	<p>researching how schools have embedded work linked to gender and sexuality. Report released 2021</p> <p>The Head and Deputy Head start each half term leading the assembly form of Assembly and link the students back to the school mission statement and the core values of the school specifically family and community and link these to the teachings of Jesus</p>	<p>Ofsted reported no disruption to teaching and learning during their final section 5 visit in July 2019</p> <p>Permanent Exclusions have significantly reduced. In 2018-19 0 were made. In 2020-21 only 1 was made.</p> <p>Students have committed themselves to the social teachings of the Catholic Church and have raised considerable amounts of money for local and National Charities.</p>	<p>All Saints was used as a model of good practice by HMI in June 2019 when researching how schools have embedded work linked to gender and sexuality</p> <p>The Head and Deputy Head start each half term leading the assembly form of Collective Worship and link the students back to the school mission statement and the core values of the school specifically family and community and link these to the teachings of Jesus.</p> <p>A house system is in the process of being implemented, we have form saints and pre-covid were holding assembly's across year groups.</p>
<p>The extent to which pupils contribute to the common good in the wider community. <i>Criteria bullet points 8, 9, 12, 13, 14</i></p>	<p>The school commits to three main acts of charitable fund raising every year (Caritas, CAFOD and one other). There are also other fund raising events such as wear green for Cancer or wear odd sock days. They also bring in items for the local food bank and bring in items to raffle at the regular parents in Partners Award</p> <p>The school has the highest proportion of participants, in Tameside, involved with the Duke Of Edinburgh Scheme</p> <p>All students in Years 7-9 are involved in a yearly retreat</p>	<p>A large group of students are involved in the D of E and they complete acts of Volunteering which support the school and wider community. They have designed and completed the mosaics and support with the production and parents in partners events</p> <p>The school has regular local press coverage because of the charitable work it does. In December 2018 this led to a donation from a local councillor</p> <p>Student behaviour outside of school is good with very little reports of poor or anti-social behaviour</p> <p>Plastic pioneers being taken to mini-Dash in January 2020 to</p>	<p>Local Press Reports</p> <p>Extensive social media coverage on Facebook and Twitter including return comments from parents.</p> <p>Videos of students involved with D of E Mosaics around school</p> <p>'Bee in the Park'</p> <p>Videos from Savio House – 'How High Can I Fly?' Retreat</p> <p>Student voice</p> <p>Caritas Group</p> <p>Key Stage Three Scheme of work and lessons.</p> <p>Mini Dash</p> <p>CAFOD world gifts</p> <p>Plastic Pioneers</p> <p>Action for Conservation</p> <p>Food bank collections</p>

	The KS3 Curriculum includes a unit on Prejudice and Discrimination Students from All Saints regularly participate in the mini Dash programme	present their work in relation to Catholic social teaching.	
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In order to improve, the school will –

- Ensure that students in every year group from 7-10 will access a Retreat. Currently we have Year 7 – 9 retreats implemented although these have been impacted by Covid.
- Develop the work of the Caritas group and link to external groups working on environmental issues
- Extend the provision for students to be able to complete the sacrament of confession before Easter
- Allow for the hymn Servant king to be sung in all whole school events i.e. End of Year Prize evening
- Further develop the singing of hymns where staffing allows
- Ensure that the 2021-22 collective worship/ assembly rota allows more opportunities for students to lead acts of collective worship
- Ensure that 2021-22 collective worship/assembly rota includes the 4 Cardinal Virtues/ Made in the image of God
- To move away from the language of collective worship and return to the use of assembly, prayer and liturgy

The quality of provision for the Catholic Life of the school

See Diocesan Inspection Schedule: Pages 9, 10 and 11

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
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<p>The centrality and efficacy of the school's mission statement; <i>Criteria bullet points 1, 2</i></p>	<p>The Headteacher and Deputy Headteacher lead acts of assembly at least at the start of each half term. The rota then includes other key leaders. This worship always includes a link back to the school mission statement, the core values and the teachings of Christ There is a number of agreed images and the mission statement is regularly focused on Having been recognised as 'Good' in the Ofsted section 5 visit in July 2018 it was determined that a new image, to represent the school, was needed. Staff and students chose the Turvey Abbey image of the Risen Christ In 2018 the forms were named after Saints so that students had images of modern catholic individuals. In 2019 -20 students have had the opportunity to have assemblies under the Form names, based year horizontal groupings, allowing them to explore further the works of these individuals. To be reintroduced once restrictions are lifted.</p>	<p>Collective Worship has a set format linked to certain images, the school prayer, the mission statement and the core values. These should be incorporated in all acts of Collective Worship All Collective Worship has a set format so that it is an act of collective worship and not a notice giving opportunity The image of the risen Christ is shared around school and is utilised in collective worship to underline the teachings of Christ Images of the saints are shared throughout the school and their work is detailed in the key stage three scheme of work to develop student's understanding of these individuals</p>	<p>Collective Worship rota Examples of Collective Worship Student Voice INSET and Briefing training materials</p>
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	<p>INSET days in September have included a link back to Catholic ethos and training for staff in how they can support and promote this area.</p> <p>The INSET day in September will have training on the 4 Cardinal Virtues</p>		
<p>The extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy and community cohesion;</p> <p><i>Criteria bullet points 5, 7, 9</i></p>	<p>All classrooms have a crucifix and there are images around school of the Risen Christ, Pope Francis, the Saints, as well as prayer stations and displays.</p> <p>A Bible is on display on the corridors</p> <p>Staff say a mantra relating to the mission statement at the start of every lesson to which pupils respond.</p> <p>The Chapel is in a central location in the school and is used regularly by pupils</p> <p>SOW for KS3 and KS4 follows the Diocesan recommendations and all students receive over 10% of their curriculum for RE</p> <p>The Head of RE is part of the school extended leadership group and is line managed by the Deputy Head</p> <p>The school RSE Policy was reviewed in July 2020 and utilises the CES</p>	<p>Catholic imagery and artefacts are spread throughout school</p> <p>All students have a grounding in Catholic ethos, its teachings and elements of its history and organisation</p> <p>Catholic life is central to everything we do and is obvious in all key documentation and policies</p>	<p>Governors reports</p> <p>Imagery around school</p> <p>Tours of the school</p> <p>Policy documents</p> <p>Schemes of Work</p> <p>Year of the word displays</p> <p>Ten:Ten SOW and implementation plan</p>

	model policy. We are currently using the Ten:Ten RSE curriculum.		
The quality of pastoral care shown to all members of the community, both pupils and staff; <i>Criteria bullet points 4, 10</i>	<p>There is a clear pastoral structure to the school and we have tried as much as possible to have Form Tutors and HOY to follow their forms from Year 7 to 11</p> <p>The Pastoral care of the school was graded as Outstanding by Ofsted in their Section 5 visit in July 2018</p> <p>Parent Voice is very supportive of the school and comments on how well their children are looked after and cared for</p> <p>The school regularly receives requests for in year transfers as well as IYFAP requests and amanged moves.</p> <p>All staff are committed to the Catholic life of the school.</p> <p>Leaders are committed to the wellbeing of staff and take every opportunity to support colleagues' wellbeing as part of a family. Leadership across the school is ethical and positive.</p>	<p>Students regularly report that they feel safe and well looked after and talk about the school as a family and community</p> <p>The school is growing. Pupil numbers are now at 765</p> <p>The Year 6 intake in September 2019 was at 142 in July 2019 with a huge increase in the number of first choice students from catholic primary schools</p> <p>For September 2020 we had 150 applications with appeals for places. In September 2021 we had 180 applications and 17 appeals for places.</p> <p>We have been at the top, or around the top of the Tameside IYFAP table for most of the last two years showing the inclusive nature of the school</p>	<p>Pastoral Structure Document</p> <p>HMI reports and Ofsted Section 5 visit</p> <p>Parent Voice</p> <p>Intake numbers</p> <p>In year fair access table</p> <p>Staff surveys show that 100% of colleagues feel that the Catholic life is well established in the school, they feel supported in leading acts of worship and the vast majority state that we have supported their faith or spiritual understanding.</p>

	Pastoral care has been overstaffed for 2021-22 so that one PSO can act as a mentor, WE have only issued one P Ex in 2020-21		
The extent to which the school promotes standards of behaviour that reflect Gospel values and how effectively it develops positive relationships between all members of the school community; <i>Criteria bullet points 3, 6</i>	Behaviour around school is typically good or better although we regard ourselves as a school who provides for our community including the most challenging children. Key indicators of behaviour show that acts of extreme behaviour are rare We issued no permanent exclusions in 2018-19 And have only issued 1 P Ex in 2020-21 (the lowest number in Tameside) We have been in the top 3 schools on the IYFAP table for the last 4 years We are regularly asked to take in managed move students and have taken in 25 in 2018-19 of which 11 have been successful. In 2019-202 we took in 16 managed moves, of which 13 were successful. In 2020-21 we have taken in 10 managed moves, of which by the end of the academic year 4 were successful. In the last 2 years We have also	The student body has grown consistently so that we are now full in all year groups, We have positive and good working relationships with all Tameside secondary schools and have supported almost all with accepting managed move students. Nearly half of these have been successful We have an excellent reputation and close working relationship with the Tameside authority The Deputy Head was a co-opted Governor at the TPRS and has worked with them to develop their processes for reintegrating students into main stream provision	HMI/ Ofsted Reports Governor Reports and governors minutes. In year fair access tables Parent Voice via surveys, email and social media. Behaviour information Contact with other schools and with Tameside authority staff Pay it Forward initiatives IYFAP data

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	<p>welcomed in a number of pupils from the TPRS. We attend all Tameside IYFAP meetings and have supported the TPRS in developing how their reintegrate students</p> <p>We offer outstanding pastoral support to our pupils and support to our staff in dealing with pupils who may show challenging behaviour.</p>		
<p>The quality of Personal, Social, Health and Economic education PSHE, Relationships and Sex Education (RSE) and Spiritual and Moral Education. <i>Criteria bullet points 7, 8, 11</i></p>	<p>Students have a PSHCE programme which allows growth with careers, mental health and key national agendas such as FGM, Honour Crimes and equality.</p> <p>The PSHCE programme allows for students to build on their knowledge of personal safety, online safety, mental health, environmental awareness</p> <p>The careers programme is entwined in the PSHCE curriculum and follows the Gatsby protocols allowing students to develop their ideas for the future, access independent advice and visit post 16 provision</p> <p>NEETS are consistently low and rarely fall below 97.5%</p>	<p>The PSHCE curriculum is now embedded and the practice of drop down PSHCE days allows for a wide and varied programme to be delivered that covers a huge number of key subjects linked to students personal development</p> <p>PSHCE days are popular with students and attendance figures do not see a drop off in attendance on those days</p> <p>The Ofsted Report from July 2018 indicates that SMSC is soundly embedded across the school and is reflected with the care and compassion students show to each other in their behaviour</p> <p>RSE is delivered in a number of areas. The Policy indicates RE, Science and PSHCE but the new draft model of delivery from the DfE also expects teaching of other aspects of students health. These are already delivered in</p>	<p>PSHCE programme</p> <p>IT, Food schemes of work</p> <p>Science SOW – specific sections linked to RSE</p> <p>RE SOW – specific sections linked to RSE</p> <p>Ofsted Report July 2018</p> <p>Governors Reports</p> <p>Ten:Ten SOW and implementation plan</p> <p>RSE content document</p> <p>Whole school CPD (04.11.20) and recap briefing (05.05.21) on Ten:Ten curriculum</p>

	<p>SMSC is successfully delivered across the curriculum in all subject areas and in the wider curriculum</p> <p>RSE is delivered in PSHCE, RE ICT, and Science, and provision is reviewed each year and the policy updated to reflect this. We began the delivery of this in summer 2021 (in line with DfE regulations)</p> <p>There was a full consultation with parents relating to RSE and we have an up to date policy on our website</p> <p>CPD training on the delivery of RSE curriculum using the RSE resources</p>	<p>IT (e-safety) and Food Tech, as well as in the pastoral provision provided for students.</p> <p>Ensuring all staff feel comfortable and confident in the delivery of the RSE curriculum.</p>	
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In order to improve, the school will –

- Reward structure to be reviewed in 2021-2022
- Reduce the number of fixed term exclusions in 2021-22
- Work closely with the Tameside TPRS to set up an alternative provision package
- Link with Tameside SEND and be part of the SEND forum for change
- Review the RSE policy and provision and map all aspects across whole school in 2021-22
- Review whole school SMSC provision and map this across the curriculum
- Review the PSHCE provision for 2021-22, so that pupils are embedding and building upon their knowledge
- Review possibility of bespoke PSHCE on the timetable based on timetable changes
- Plan for the potential of having PSHCE as a bespoke timetabled subject for 2022-23

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school

See Diocesan Inspection Schedule: Pages 12, 13 and 14

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>The effectiveness of leaders and governors in promoting the Catholic Life of the school; <i>Criteria bullet points 1, 10</i></p>	<p>Governors are highly engaged with the school and visit regularly and attend school events. Governors take an active role in monitoring the Catholic life of the school including regular visits to school from our link governor for Catholic life. Catholic life is at the heart of our self-evaluation and school improvement plan. We use this to direct future training and rapidly</p>	<p>Governors have a clear commitment to the Catholic life of the school. Governors remain up to date with the mission, ethos and impact of the Catholic life. The confidence of the staff to lead prayer with colleagues and students has grown considerably. All staff have a better understanding of what Catholic ethos is, the teachings of Christ and the purpose of certain acts of Catholic worship (walking</p>	<p>Governors' minutes, governor training records, governor visit records. Chaplaincy calendar. Minutes of chaplaincy meetings. Staff Voice. Parent Voice. Meetings with Father Oliver. Staff Prayer Rota. Wednesday morning briefing sessions. Inset resources</p>

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	<p>address any development needs. Headteacher's reports to Governors always include a review of Catholic Life, and our mission</p> <p>Leaders and governors respond to and promote the Bishop's vision for the Diocese.</p> <p>The Collective Worship Rota demonstrates that Senior and Middle leaders deliver acts of Collective Worship regularly throughout the year</p> <p>The weekly staff briefing always commences with a prayer and this is delivered by staff</p> <p>Staff attend mass with pupils but are also given the opportunity to attend their own staff mass at the end of the academic year</p> <p>INSET time is given over to the Catholic ethos with training to support them in promoting acts of Catholic worship.</p> <p>The 2nd in RE/ Chaplain and Headteacher meet with the Parish Priest every term to maintain and strengthen his link with the school. Father Oliver also meets regularly with the Head,</p>	<p>talking mass delivered at staff retreat June 2019). Staff surveys in relation to the Catholic life of the school are overwhelmingly positive. Parent surveys are support that their children are developing spiritually.</p> <p>Curriculum weighting and content match the Diocesan vision for RE.</p> <p>The relationship with Father Oliver is exceptionally strong. He is very much part of the school team and leads at least one mass to all year groups every year, as well as hosting a tour for the Year 7 students of St Marys Chapel, the carol service and the Year 7/8 mass</p>	
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	sits in interview panels and is part of the Governing body. These meetings continued during the Covid period We have a full chpaliancy plan for 2021-22 which is on the website		
How well leaders and governors monitor the Catholic Life provision and outcomes in order to plan future improvements; <i>Criteria bullet points 2, 3</i>	Data drops linked to student progress are made by staff three times a year. This indicates student progress. These are analysed at both SLT meetings and in line management meetings The RE department is monitored by the Headteacher with a regular review of: data, catholic life, curriculum, teaching quality, and information from the Diocese. Whole school, data is regularly reported to the Governors at both full governors meetings and the teaching and learning committees Teaching quality is regularly reviewed as part of the line management process. Staff self-review their teaching and they highlight areas of personal development. Work scrutiny is	Predicted progress results for students at GCSE are usually very accurate. We have a strong idea of how our students will perform at the end of their GCSEs Concerns about the ability to predict GCSE performance from Year 9 work led to us reviewing that data drop. Staff are not asked to predict how students in year 9, at the start of their GCSEs, will perform 3 years hence The SLT have an excellent understanding of the performance of all year groups and all subjects and regularly meet with students, at GCSE, who are underperforming The Ofsted Report noted the accuracy of predicted data by HODs and that strong understanding allowed them to report that section, whole school performance, as requires improvement The Governors have an excellent understanding of the progress of students in subjects	Governor Reports Ofsted and HMI reports Staff Voice Meetings with Head of RE and Heads of Department Meetings with Governors 4Matrix data and school headlines Form intervention Horsforth quadrants Progress assemblies with 10 and 11

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	<p>completed for all staff. Findings are reviewed with the line manager. All of this information is regularly reported to SLT and the Governors</p>	<p>in the school and are given regular detailed and comprehensive updates compared to set milestones so that they can measure progress.</p>	
<p>The extent to which leaders offer models of good practice as leaders of Catholic Life; <i>Criteria bullet points 4, 8</i></p>	<p>The Head teacher attends all DASH conferences/ as well as other training opportunities The Deputy Head and Assistant Heads attends the DADAH meetings,</p> <p>The Head has completed the Salford Diocese CLP course All of the SLT lead acts of assembly throughout the year and lead prayer in Governors meetings, Parents in Partners, staff meetings, and other key events The RE department regularly attends COAST, SHORE and CARITAS</p> <p>The whole staff are given regular input on the faith life of the school these include INSET training, CPD, a staff retreat to Savio House and our involvement in the St Anselm Deanery Trust Days.</p>	<p>We have an excellent understanding of developments within the Diocese and are ensuring that we delivering these within school The leadership allows staff to feel more confident in delivering aspects of Catholic Worship as part of their day to day roll Staff have reported feeling spiritually awakened at aspects of the training and support they have been given</p>	<p>INSET training programme Training dates (see above) Staff voice</p>

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<p>How well leaders and governors implement improvement in respect of the Catholic Life of the school; <i>Criteria bullet points 5, 9</i></p>	<p>Line management meetings with the Senior leadership team, Head of RE, and 2nd in RE/ Chaplain have allowed us to build the Catholic life of the school A new image that represented how All Saints wanted to grow having been judged good was selected in September 2018. Imagery is strong around the school and it is clear we are a Catholic School. All year group masses include the hymn Servant King. Students now know this hymn much better and sing it during mass. This is also sung at prize and awards evenings. From 2021-22 we have linked the Head of Performing Arts to Year 7 as a Form Tutor. Hymm practice has begun with Year 7 forms</p>	<p>Working with Father Oliver we are now able to offer students at least 3 liturgical services a year, with at least one being a Eucharistic service led by Father In April 2018 we were able to offer confession with a member of the clergy for two of our year groups. Following covid restrictions we will grow this to three members of the clergy. By embedding and growing the Catholic life of the school we have now been able to hold the Carol service at St Marys. We were also able to take Year 7 on a tour of the chapel and have the St Peter and St Paul mass there. Behaviour at both was exemplary.</p>	<p>Student Voice Chaplaincy calendar Meeting with Father Oliver Governor Reports Curriculum maps Curriculum overviews Virtual assemblies</p>
<p>How well leaders and governors ensure that the whole curriculum contributes to pupils' spiritual, moral and vocation development. <i>Criteria bullet points 6, 7</i></p>	<p>The school improvement plan has a section focusing on developing the Catholic life of the school The curriculum review contains reference to SMSC as well as British Values and other key areas</p>	<p>The July 2018 Ofsted section 5 report highlighted how SMSC is embedded in all aspects of the school A curriculum review in 2019 and the curriculum intent document notes how our curriculum is appropriate for our students and their needs including the BTEC areas</p>	<p>Ofsted and HMI reports Governor Reports Student/ Parent Voice</p>

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	<p>The head teacher always reports on the wider experiences of the school, and Catholic life provision to the governing body at both full Governors and the teaching and learning committee</p> <p>We have reviewed the whole school curriculum to ensure that our offer is appropriate for our students</p> <p>The D of E students have to deliver a volunteer aspect of the award.</p> <p>The D of E is thriving at All Saints</p>	<p>national courses in Performing Arts and Sport</p> <p>Students regularly talk about and demonstrate the core values of family and community and this is echoed in parental feedback where they discuss the warm family feel of the school</p> <p>The Dof E students support key school events such as the production and parent in partner events but have also made a permanent mark on the school with the creation of the mosaics linked to religious imagery</p>	
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In order to improve, the school will –

- Make sure that there is always part of the full INSET days and one twilight session linked to Catholic ethos and Catholic life
- Survey staff needs linked to Catholic life and what areas they would like support with
- Support families with Catholic artefacts so that they have items at home – in 2021-22 this will be a prayer booklet to take home from the Year 7 Welcome Mass

Religious Education	Grade: Good
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How well pupils achieve and enjoy their learning in Religious Education

See Diocesan Inspection Schedule: Pages 15, 16 and 17

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence

<p>The quality of pupils' achievement, learning and progress in Religious Education and any variations between groups of pupils; <i>Criteria bullet points</i> 1, 3, 4, 8</p>	<p>Results and work in books show that most pupils make good progress from their starting points. This includes pupils with SEND and pupils who arrive without prior experience of Catholic teachings. Pupils' work shows that they are aware of the demands of religious commitment. There are four specialist RE teachers who deliver the majority of the RE lessons. Other lessons are taught by staff who have completed their CCRS. All teachers of RE are Catholic Schemes of Work and lessons are planned by all member of the department following the Diocesan guidance. They include how the gap will be closed in RE The HOD and line manager (Headteacher) regularly complete learning walks in RE and conduct workbook scrutinies. Progress data is also discussed regularly after data drops GCSE groups are set by ability. Pupils' behaviour and engagement in RE are exceptionally good.</p>	<p>Students at GCSE perform well in RE and results are in line with other core subjects The department is strong at predicting the progress of students and so has an excellent understanding of how students will perform in their exams The department follows, closely, the whole school policies linked to Teaching and Learning, literacy, and marking Delivery by subject specialists allows for an enthusiasm and enjoyment of the subject. Behavioural issues are minimal for students in RE Lessons are differentiated accordingly with staff planning lessons for all to use and then re-planning provision based on their classes needs</p>	<p>Exam outcome data Pupil work in books which evidences science for learning, deepening knowledge and understanding. Classroom resources Lesson plans/ lesson Schemes of work Show my Homework Student/parent Voice Data analysis Monitoring feedback Behaviour data Pupils' workbooks</p>
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<p>The extent to which pupils are becoming religiously literate; <i>Criteria bullet points 2</i></p>	<p>All schemes of work begin with lessons on key words and key words are highlighted at the start of most lessons All RE rooms have key words on displays Staff utilise various means by which they can embed and test student embedding of key words using the whole school initiatives and strategies (ie. Hinge questions, I, We, You and Checkpoints) Pupils in years 8 and 9 have visited St Mary's chapel to see a Catholic place of worship and witness key terms and have had key terms explained by Father Oliver. We celebrate European Day of Languages every year Pupils explore world religions across key stages including Hinduism, Islam and Judaism.</p>	<p>The department follows school policies on literacy including question strips, and golden time. Pupil behaviour at mass is respectful and dignified. The school have achieved the International School Award (Bronze) in recognition of its work on promoting diversity within the school, including language, culture and religion. Results in the Judaism paper at GCSE have improved significantly due to increasing religious literacy.</p>	<p>Classroom displays Student books Schemes of work Lessons/ lesson plans International School Award (Bronze) Collective Worship prepared by pupils Visual ques such as All Saints around the world promoting inclusion. World religions posters, with key data Tier two keywords for each unit Spelling tests and keyword tests</p>
<p>The quality of learning for pupils with particular learning needs and/or disabilities and their progress; <i>Criteria bullet points 5, 6, 7</i></p>	<p>Lessons in RE are delivered by specialists or staff who have completed their CCRS Lessons are regularly graded as good or outstanding</p>	<p>The department follows whole school guidance linked to department reviews. The HOD and line manager conduct regular learning walks and work scrutinies as well as data analysis</p>	<p>Lesson observations Staff self-review Work scrutiny feedback HMI/Ofsted Reports Line management minutes Training sessions from Learning Support on Wednesday Morning</p>

		The department was observed regularly during the HMI Section8 visits and lessons were highly praised	SEND registers
Pupils' attainment in RE at the end of each key stage. <i>Criteria bullet points 5, 6, 7</i>	<p>Pupils attain in line with other core subjects on 9-7 and 9-4. This has been the trend over the last three years</p> <p>Work in books for current pupils shows that they are making very good progress in their learning. The RE department is the leader of standards in relation to challenge and extended writing in tandem with the English department.</p> <p>GCSE predictions of staff were accurate over the last 3 years.</p> <p>The department reviews and analyses results as well as ensuring that we have maintained, if not improved provision for all students</p> <p>Targeted intervention has been held alongside support in the class room.</p> <p>As we cover GCSE for three years, we ensure that we use that time effectively, revisiting content throughout the years and testing recall as</p>	<p>Progress 8 for subject is in line with or better than other core subjects</p> <p>Attainment 8 is better than other core subjects</p>	<p>See outcome data</p> <p>Progress 8 for subject.</p> <p>Attainment 8 for subject</p> <p>4 matrix data for KS3</p> <p>Examples of trackers on exercise books</p> <p>SOW</p> <p>Checkpoint quizzes</p>

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	<p>well developing pupil's exam technique and ability to access the exam questions.</p> <p>Results from CAGs and TAGs have continued to show the strong teaching from the RE department. Results continue to be in line with other core departments, if not higher. In 2019 should the 14 grade 3 students have converted to grade 4 we would have been well above the national average for 71% grades 4-9.</p> <p>In 2018 should grade 3 pupils have converted to grade 4, 9-4 would have reached national average. Historic issues and literacy levels have impacted these 27 pupils. All staff who teach the GCSE have continued to develop their subject knowledge to ensure that they are up to date and are delivering the specification to the best standard for our pupils. The department has attended CPD on exam marking so they are aware of the standards required at GCSE. The Head of RE has also completed the Ambition Institute Training and was</p>		
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	<p>part of national Leading Together Programme.</p> <p>The department has strong links with a cluster of schools within the diocese to share resources and for external moderation of mock exams.</p> <p>In KS3 pupils are monitored using 4 Matrix – Life without levels. Throughout the curriculum there are various assessment opportunities. The SOW and assessments are closely linked to the RE levels however to be in line with school policy pupils are graded on the whole school levels. The department will move onto age related learning standards once these have been piloted as a continued focus on reviewing the RE schemes of work.</p>		
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In order to improve, the school will –

- Continue to improve the attainment of middle ability boys and to close the boy/girl gap
- Ensure increased proportion of grade 3 mock pupils in year 11 convert to grade 4
- Continue to embed literacy strategies across school especially subject specific language

The quality of teaching, learning and assessment in Religious Education

See Diocesan Inspection Schedule: Pages 18, 19 and 20

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>How well teaching promotes learning, enjoyment, progress and the attainment of pupils; <i>Criteria bullet points</i> 2, 3, 4, 5, 6, 7, 9, 11, 13</p>	<p>All lessons are planned collectively by the department</p> <p>The department regularly shares resources and colleagues who are new to the department are very well supported.</p> <p>Lessons incorporate a variety of teaching methods aimed at high challenge for all</p> <p>All lessons follow the school format or mantra, do now activity and title, date and outcomes</p> <p>Four staff are subject specialists of RE. The</p>	<p>Students enjoy their learning in RE and make progress in line with core subjects</p> <p>Students are religiously literate and opportunities are being introduced and embedded to ensure that non Catholic students can develop and expand their knowledge of the catholic faith</p> <p>Students are motivated and developing as independent learners</p> <p>Science of learning techniques are embedded at KS4 and KS3 to allow for students to make better progress</p>	<p>RE schemes of work</p> <p>Lesson observations and work scrutinies</p> <p>Student voice</p> <p>Jerusalem Trust grant and workbooks for Year 11</p> <p>Science of Learning – interleaving</p> <p>Curriculum overview and maps</p> <p>Revision initiative</p> <p>100% sheets</p> <p>Independence booklets for KS4</p> <p>Staff voice</p>

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	<p>other teacher has completed their CCRS. Non-specialist teachers are exceptionally well supported and are both practicing Catholics.</p> <p>The department utilise a variety of learning, teaching and assessment techniques to ensure student engagement and progress in lessons</p> <p>Teachers have consistently high expectations and standards. Behaviour is on the whole good and teaching quality has been assessed as good or outstanding</p> <p>Lessons are planned collectively but differentiated by the staff member utilising the data and progress rate of students.</p>		<p>Checkpoints</p> <p>Teacher Educator in the department</p>
<p>How well assessment informs appropriate teaching and learning strategies. <i>Criteria bullet points</i> 1, 8, 10, 12</p>	<p>Shared department planning which is reviewed and updated each year</p> <p>Staff utilise hinge questioning techniques to embed learning based on pupil misconceptions. Teachers use marking and assessment for learning to give feedback and plan lessons</p>	<p>Revision schedule supports pupils – U grades are very rare despite historic issues with literacy.</p> <ul style="list-style-type: none"> Challenging concepts are regularly debated and reviewed as evidenced in Ofsted. Pupils feel well supported in RE 	<p>GCSE outcomes</p> <p>Pupil books</p> <p>Pupil voice</p> <p>Parent voice</p> <p>Observation of lessons</p> <p>Revision materials and 100% sheets</p> <p>Class personalisation plans</p>

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	<p>appropriately to ability of class and to challenge misconceptions</p> <p>Clear revision schedule for year 11</p> <p>Teachers share and co-write 100% sheets to aid pupil learning and depth of knowledge. These are also available to parents to support.</p> <p>Intervention is well targeted at specific pupils.</p> <p>All schemes of work are well scheduled to allow for interleaving of subjects.</p> <p>Other subject areas have re-timed delivery of key topics to support RE, for example in history learning in the Making of the UK scheme of work at KS3.</p>	<ul style="list-style-type: none"> • Pupils' work is of exceptionally high quality in RE. • Current pupils make good progress. 	<p>Seating plans</p> <p>HOD completed the Ambition Institute Training</p> <p>Teacher educator in the department</p>
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In order to improve, the school will –

- Explore opportunities to visit other places of worship specifically a synagogue
- Embed the whole school initiative on hinge questioning and the science for learning
- Engage in coaching programme to grow teaching and embed high leverage initiatives
- Review revision strategies in line with whole school training
- Continue to develop RE specific literacy and strategies to embed literacy in line with whole school work
- Bring results in line with national averages through the continued embedding of high quality literacy, Catholic experiences and challenging resources.

How well leaders and governors monitor and evaluate the provision for Religious Education

See Diocesan Inspection Schedule: Pages 21, 22, 23

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>That the RE curriculum meets Bishops' Conference requirements; <i>Criteria bullet points</i> 1, 2, 3</p>	<p>All pupils receive 10% of curriculum time across key stages 3 and 4. We have 4 specialist teachers and the other has completed thier CCRS. The department is following the curriculum directory and have linked with People of God – KS3 The department is following Edexcel Catholic Christianity, Judaism and Philosophy and Ethics – KS4 The RE department is resourced comparable to other core department areas. In addition to this, Collective Worship has an additional budget on top of the RE budget. The RE department is staffed in line with other</p>	<p>The school is in line with diocesan requirements for RE The entitlement for RE is in line with other core subject areas. The school effectively meets the additional requirements of the Bishops Conference Requirements Students are able to access a growing number of events linked to the Catholic life We are able to support staff in the delivery of key aspects of Catholic worship</p>	<p>CCRS certificates Curriculum model Pupil books Schemes of work Timetable Lesson plans Chaplaincy calendar</p>

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	core departments. The accommodation for the department is at the heart of the school.		
That the curriculum meets any additional requirements of the diocesan Bishop; <i>Criteria bullet points</i> 1, 2, 3, 4, 5	The schemes of work meet the requirements of the Bishop's curriculum directory and the Bishop of Shrewsbury. Following the curriculum directory and have linked with People of God – KS3 Following Edexcel Catholic Christianity, Judaism and Philosophy and Ethics – KS4 Our previous Headteacher was part of Diocesan groups to discuss implementation of Bishop's letter re: equalities.	Pupils' work shows that good progress is being made in relation to the programme of study required by the Bishop and followed by all Catholic schools in the diocese.	CCRS Schemes of work Pupil books at both key stages Pupil and staff voice Timetables
How well leaders and governors use monitoring data to evaluate the school's performance in RE in order to plan future improvements; <i>Criteria bullet points</i> 7, 9(f)	Governors and directors monitor planning documents, self-evaluation and data provided by SLT in order to challenge and support future improvements. Governors and directors visit school regularly to ensure the provision in school matches information given. The head of department is part of extended leadership and is part of Leading Together alongside SLT and other Heads of Core Departments.	Outcomes over time have stabilised and are in line with or better than other core departments. Outcomes are increasing. Work in books shows that current progress is good or better. Teaching quality in RE is one of the strongest in the school as evidenced on ongoing monitoring, section 8 and section 5 inspections, pupil voice.	Governors reports, minutes, appendices Directors minutes Governor and director school visits Pupil work books Line management meeting minutes and agenda Voice of John Peckham, former HMI and achievement partner for Leading Together programme. Reports from Ofsted and other external visitors. Minutes of meetings Data analysis Examples of PM targets Presentation from helping you help your child evening

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	Line management from SLT through exam review meetings and regular meetings. Performance Management Targets and reviews		
How well leaders and governors plan improvement in provision, and in pupils' outcomes, and how effectively these plans are implemented at all levels; <i>Criteria bullet points 7, 9(b), 9(c), 9(e), 10</i>	Improvement planning and self-evaluation are rigorous and monitored by SLT, governors and directors. Governors have appointed additional capacity into the RE department in the way of two specialist teacher. This was the first additional appointment to the school as part of growth. One teacher has completed CCRS to join the RE department full time. Additional rooming has been allocated to the RE department as part of the growth. Funding to the department is in line with other core departments. Allocation of training funds to the department is the largest of all departments. HOD completed Ambition Institute Training which is piloting the highly effective sequencing of the curriculum to support deeper learning. The department has also been	Assessment data has been accurate which has facilitated accurate targeting of pupil support. See evidence in pupil data and pupils' work over time Outcomes have stabilised and are in line with other core departments. Monitoring, external evaluation and Ofsted show that the quality of teaching is good. This matches evaluation in governors' reports and minutes. Excellent behaviour in the department.	Ofsted reports Governors/directors reports and minutes Monitoring schedule and evidence, seating plans, personalisation plans. Completed training resources from Ambition Institute for Teaching Data analysis Outcomes Behaviour policy and data Minutes from: Line Management meetings, RAP meetings, Data analysis meetings

	at the forefront of the development of the new T&L policies in relation to the science for learning. Chaplaincy planned for the academic year which will be monitored by governors.		
The effectiveness of the subject leader(s); <i>Criteria bullet points</i> 1 – 11	<p>The head of department is an outstanding leader. She has an impact across the whole school as well as the RE department. The head of department has shown resilience when the school was experiencing challenging and has been relentless in the transformation of the Catholic life of the school. She has instilled this passion on her colleagues.</p> <p>The head of department has a clear vision for the department and an acute knowledge of its strengths and development areas. The Head of Department monitors the following areas:</p> <p>SOW – written in line with the diocesan framework and People of God and includes whole school science for learning techniques</p> <p>Monitoring pupil progress</p> <p>Timetable meetings</p> <p>Year banding meetings</p> <p>HOD training</p>	The impact is that the teaching across the department is good and pupils make good progress. Terminal outcomes are on a 3 year upward trend.	<p>Ofsted reports</p> <p>External advisors (John Peckham)</p> <p>Staff voice</p> <p>Pupil voice</p> <p>SOW</p> <p>Data analysis</p> <p>Timetables</p> <p>Attendance data of CPD</p> <p>MfA feedback sheets</p> <p>Helping you help your child presentation</p> <p>Department meeting minutes and agenda</p> <p>Curriculum maps/overview</p> <p>Securing grant from Jerusalem trust for LA sets in Year 11</p>

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	<p>Decisions regarding the GCSE we study</p> <p>RAP meetings</p> <p>Cluster meetings with schools in the diocese</p> <p>Attendance at SHORE</p> <p>MfA Process</p> <p>Parents evening</p> <p>Helping you help your child</p> <p>Departmental meetings</p> <p>Curriculum maps</p> <p>Working with other HOD</p> <p>Review of KS2 learning so SOW is appropriate</p> <p>Supporting non specialists in the subject over 3 years.</p> <p>Leading the RSE provision through the implementation of Ten:Ten</p> <p>Successfully mentoring trainee teaching through PGCE who is now a member of staff</p>		
<p>How effectively assessment is used in monitoring and securing improvements; <i>Criteria bullet points 7, 9(a), 9(g),</i></p>	<p>Review of data conducted regularly</p> <p>Work scrutiny held regularly</p> <p>Adaptations of sets and schemes where needed</p> <p>Department meetings</p> <p>Data analysis meetings</p> <p>Line Management meetings</p> <p>External and internal moderation used</p>	<p>Outcomes show a 3 year improving trend and current work in books shows progress that is good or better.</p>	<p>Examples of assessments and mark schemes</p> <p>External moderation reports</p> <p>Data analysis</p> <p>RAP meeting schedule</p> <p>Department meeting minutes</p> <p>LM meeting minutes</p>

<p>How well scheme and specification choices support the learning and achievement of different groups of pupils. <i>Criteria bullet points</i> 6, 8, 9(d), 11</p>	<p>All teachers follow the required scheme and do differentiate lessons Teachers utilise pupil information and work in books to inform planning SOW planned appropriately as a team Science for learning strategies utilised to help pupils build a strong knowledge base. Marking used to help pupils make better progress DIRT time given so that pupils can close knowledge gaps Verbal feedback given to support pupils' learning and challenge misconceptions Questioning is well targeted and utilised as a key strategy to help learning.</p>	<p>Pupil engagement in lessons and behaviour are strong. Pupils make good progress over time. Pupil voice in relation to RE is strong. Pupil books show that pupils make good progress and take pride in their work.</p>	<p>Lesson plans Pupil voice Parent voice Life without levels Outcomes Pupil progress Curriculum map SOW Books Lesson observations</p>
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- In order to improve, the school will –
- Continue to embed the science for learning to support teaching across the department.
 - Embed whole school strategies linked to revision
 - Develop pupils' cultural capital and literacy through wider educational experiences.
 - Continue to monitor and support new teachers within the department.
 - Focus on raising outcomes in year 11
 - Laisse with other Diocesan schools to develop a scheme of work for lower ability pupils that meets the Bishop's curriculum requirements
 -

How well pupils respond to and participate in the school’s Collective Worship

See Diocesan Inspection Schedule: Pages 24 and 25

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>The extent to which pupils show interest and actively participate in Collective Worship; <i>Criteria bullet points</i> 1, 2, 3, 4, 5</p>	<p>Form assembly rota allows pupils to develop and lead acts of collective worship. Structure provided for staff who lead collective worship to follow to give them structure and ideas of themes. Whole school worship takes place through year masses, Ash Wednesday Service, Carol Service during which pupils actively engage, behave reverently and, in younger year groups, sing joyfully. The vocal group have been working on key hymns and have led other pupils to develop joyful singing.</p>	<p>Pupils’ show active engagement in acts of collective worship including prayer, reflection and singing. Pupil voice which states an increasing desire to write and lead year group worship. Impact in pupils’ actions relating to key themes in collective worship (in their behaviour and acts towards each other) Pupils in years 7-9 sing joyfully. The vast majority of pupils in years 10 and 11 sing joyfully.</p>	<p>Powerpoints are available to support collective worship, liturgies and mass. Monitoring of collective worship Pupil voice Feedback from parish priest Photos on social media Assembly rota Examples of assemblies Carol service powerpoint and photos Year 7 prayer folders Learning walk feedback from collective worship Prayer focus in each form room. Experience of the Chapel during different liturgical celebrations. Faith in Action • Virtual liturgical services</p>

	Pupils reflect quietly and engage actively in prayer.		
The extent to which pupils are acquiring skills in planning and leading prayer and worship; <i>Criteria bullet points</i> 1, 2, 3, 4, 5	<p>Most pupils lead form time collective worship and also year group pupil led worship. Pupils read and pray with confidence. Pupils are aware of the liturgical year. This is evidenced in planned acts of collective worship and displays in the hall and chapel and departmental resources that follow the liturgical year.</p> <p>Pupil and staff use a variety of media in the planning of collective worship including songs, videos and scripture.</p> <p>Prior to covid Year 7 and Year 8 had a 'Prayer Bag and Folder' which allows one pupil each week to prepare and deliver collective worship. All form groups have a prayer folder and focus in classrooms</p> <p>Focus in Chapel in line with Catholic Church events</p> <p>Weekly prayer reflections sent to staff.</p> <p>The school has developed and nurtured an excellent</p>	<p>Pupils are actively engaged in planning and leading worship. The impact of this is evident in their conduct, service to others, and engagement with the Catholic life of the school. The impact of the junior leadership team is that pupil voice can be more easily collected and given to staff so that improvements can be swiftly made. Pupils also have the opportunity to learn from role models and can aspire to achieve, spiritually, morally and educationally. Increased results across many subject demonstrates some this impact.</p> <p>The impact of the anti-bullying ambassadors is a decrease in the instances of reported bullying that occurs during school hours. Pupils feel safe in school and supported by the anti-bullying ambassadors this is shown through pupil voice, and parental feedback at parent evenings and open evenings.</p>	<p>Pupil, staff and parent voice</p> <p>Resources that have been written by pupils</p> <p>Learning walk feedback</p> <p>Social media in relation to collective worship</p> <p>Prayer book on website</p> <p>Chapel including all of the resources</p> <p>Faith in Action evidence</p> <p>Examples of prayer folders</p> <p>Examples of pupil led-collective worship</p> <p>Examples of assemblies planned and delivered by forms</p> <p>Virtual liturgical services</p>

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	<p>young leaders team who have responsibility to plan and deliver collective worship at key points throughout the school year.</p> <p>The schools has developed and nurtured a group of pupils known as the anti-bullying ambassadors who are responsible for promoting the gospel values of love and peace during collective worship, and throughout the school year. This group of students helped the school achieve the Bronze Award for their Anti bullying Quality Mark For the passed two years all year 7 pupils are engaged in the Faith in Action programme requiring them to collate evidence in relation to their engagement with the Catholic life of the school and Catholic social teaching.</p>		
<p>The extent to which Collective Worship contributes to the spiritual and moral development of pupils. <i>Criteria bullet points</i> 1, 2, 3, 4, 5</p>	<p>Our Catholic life has had a profound impact on the spiritual, moral, social and cultural development of our pupils. This is now a strength of the school. This has continued throughout the covid restrictions</p>	<p>Impact on the way pupils conduct themselves around school, make the right choices, and regard themselves as part of our Catholic family.</p> <p>Pupils have a strong sense of their part in improving our school and a strong sense of right and wrong.</p>	<p>Ofsted monitoring and section 5 reports in relation to SMSC, culture and joy.</p> <p>PSHE day programmes</p> <p>Pupil, staff and parent voice in relation to ethos and transformation of the school</p>

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	<p>Pupils have a well-developed respect for different faiths which is shown in their respectful worship and the way their treat each other.</p> <p>Assembly themes are linked to scripture and made relevant to the pupil's development. They also reflect events ie. Elizabeth Prout</p> <p>Assembly embeds the core values of the College but also develops wider themes linked to stewardship, bullying, remembrance, the Holocaust</p> <p>Prior to covid Year forms come together in vertical groupings to celebrate their House saint and to widen their understanding of how they can live the values of Christ in their everyday life. This happened three times a year</p> <p>The school has been awarded the anti-bullying quality mark alongside which pupils have associated prayers and acts of worship that they have planned. Pupils and staff had training on this post lockdown in April 2021</p> <p>Pay it Forward initiative in all year groups – random acts of kindness jars.</p>	<p>Pupils participate in fundraising and supporting the local community.</p>	<p>Celebration of the ethos of the school during its transformation in national publications, social media</p> <p>Decreasing behaviour incidences and outstanding personal development and welfare judgement from Ofsted.</p> <p>Collective worship themes</p>
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	<p>Reconciliation service – pupils have the opportunity to repent Pupils participate in Remembrance services both in school and the wider community. The D of E pupils lead on this at St Marys</p>		
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In order to improve, the school will –
Provide more regular opportunities for Confession.
Develop Faith in Action award across more than one year group
Recommence the work led to stewardship and the environment as well as recycling

The quality of Collective Worship provided by the School

See Diocesan Inspection Schedule: Pages 26, 27 and 28

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Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>The centrality, quality and variety of Collective Worship opportunities provided by the school; <i>Criteria bullet points</i> 2, 4, 5</p>	<p>All briefings and meetings begin with prayer. All pupils experience mass and liturgies throughout the year. These have been adapted to virtual due to covid. Year 7 have a welcome mass where previously parents/carers could also attend. This was adapted to virtual due to covid, in 2020. There is an annual carol service that is held at St Mary's Chapel. Adapted to virtual due to covid. Monitoring of collective worship is undertaken by the RE department Retreats for staff and pupils – with the Deanery day for staff booked for October 2021 Inset days have liturgies at the start of each day. Ash Wednesday liturgies take place with ashes distributed. Adapted to virtual due to covid. Lent/ Advent liturgies take place each year as well as a reconciliation service. All adapted to remote due to Covid Father Oliver and Father Paul held a service of reconciliation in 2019. A</p>	<p>Pupil engagement in mass and liturgies has transformed. Pupils sing in mass and liturgies, in particular in younger year groups.</p>	<p>Collective Worship powerpoints Pupil voice and staff voice Carol service Feedback forms from staff, parents and pupils Feedback from Parish Priest. Resources from pupil and staff retreat Photos Inset resources Year of the Word displays Virtual assemblies and Liturgies Form Rooms Hall</p>

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	<p>virtual service was held in 2020/21</p> <p>The chapel is open for spiritual reflection irrespective of faith. The chapel is also used for morning prayer. It is also used within RE lessons with groups of students at key liturgical points in the year ie. Remembrance, the presentation of the Lord</p>		
<p>How well the school provides opportunities for the pupils to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school.</p> <p><i>Criteria bullet points</i> 1, 3, 4, 5</p>	<p>Collective worship rota Chaplaincy plan Welcome mass for Year 7 All year groups have three liturgical services in a year. All year groups have a Eucharistic mass with Father Oliver. Impacted by covid but starting to be reintroduced summer 2021. Use of powerpoint during mass to support all pupils with participation in and understanding of the mass. Collective worship in form is supported by the RE department to ensure high quality and variety to engage pupils. Staff are provided with many opportunities to grow their confidence in and quality of collective worship provision. This includes reflection, prayer and pupil led activities.</p>	<p>Collective worship develops pupils' understanding of community and family. As a result the school is harmonious and incidences of bullying are rare. Behaviour is positive across the school and in lessons.</p>	<p>Chaplaincy plan Collective Worship rota SOW – Lessons spent planning Year 7 mass Learning walks in form Mass powerpoints Prayer focuses in form rooms Weekly prayers sent out for forms to use which are linked to the liturgical calendar. Prayer books for Year 7 and 8 – pupil led. Year of the Word Virtual assemblies and Liturgies</p>

In order to improve, the school will –
 Increase opportunities for elected junior leaders to write and hold their own collective worship/ assembly
 Increase opportunities for pupils to engage in mass at St Mary's chapel again.
 Embed hymn singing into the Year 7 Form time activities
 Increase the use of the chapel as a space for collective worship.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

See Diocesan Inspection Schedule: Pages 29, 30 and 31

Key Aspects for Evaluation	Actions	Impact of Actions	Example of Evidence
<p>How well leaders* and governors promote, monitor and evaluate provision for Collective Worship in order to plan future improvements; <i>Criteria bullet points</i> 1, 4, 6 *Leaders are members of Senior Management and/or those responsible for Collective Worship</p>	<p>Leaders know how to plan quality Collective Worship. They are models of good practice for staff. Leaders have a good understanding on the Church's feasts and the liturgical cycle. Leaders make these accessible to pupils. There are opportunities for all form groups to lead Collective Worship and participation of pupils is good.</p>	<p>Collective worship is regular and of high quality. Staff confidence in relation to acts of collective worship is increasing. The vast majority of staff are very comfortable in leading Collective Worship. Staff voice in relation to the Catholic life of the school is very strong. Some staff state that although they are not Catholic they have had a spiritual awakening in working in our school</p>	<p>School improvement plans Reports to Governors Governing Body minutes MAT Director minutes Staff and pupil voice Planned Collective Worship Meeting calendar with Father Oliver Pupil and staff voice Chaplaincy plan School calendar Examples of collective worship power points sent each week.</p>

	<p>Governors have promoted and monitored the Catholic life highly effectively. The Catholic life is at the heart of our school improvement plan. During times of challenge, a rapid improvement plan focused on key actions from last denominational inspection. This was actively monitored by governors and directors. The school improvement plan and self-evaluation are reported on as part of the head's report to governors and is monitored closely by governors and directors. The link director in charge of Catholic life is actively engaged and has a high profile in the school. Prayers for form time are produced by the chaplaincy team. These prayers include a reference to the weekly Gospel reading from Sunday Mass and also the liturgical calendar. Collective worship development is supported by the RE department. The chaplaincy team monitor and support the quality of, and training in relation to, Collective Worship and prayer. This is evidenced in the</p>		
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	<p>section on Collective Worship CPD. Meetings with Fr Oliver are regular and he has a strong presence in the school. A chaplaincy plan is created each year and displayed on the website</p>		
<p>The extent to which leaders offer models of good practice as leaders of Collective Worship; <i>Criteria bullet points 3, 4</i></p>	<p>Senior and middle leaders lead collective worship with each year group and are models for pupils and other staff. Senior and middle leaders and staff read prayers in meetings with active participation from staff. Teachers support their classes in the leadership of Collective Worship and prayer. Full staff retreat to Savio House with all engaging in the session on Awe and Wonder with Father Robert Halshaw. Feedback from Father Robert extremely positive. ASCC hosted the St Anselm Learning Trust Retreat Day in October 2019. Plans to continue this tradition in 2022</p>	<p>Staff experiencing personal spiritual growth and moving experiences</p> <p>High quality acts of collective worship impact on the ethos of the school, behaviour of pupils, and a sense of joy.</p> <p>Extremely high pupil and staff morale</p>	<p>Staff, parent and pupil surveys Governor visits Ofsted reports Examples of collective worship 'Walking Talking Mass' from Savio House and feedback from Father Robert Halshaw. Collective worship rota Staff training</p>

<p>How skilled leaders are in planning for worship and how knowledgeable they are about the liturgical rhythms of a Catholic community. <i>Bullet points 1, 2, 4, 5</i></p>	<p>Collective worship has clear themes and link to scripture as per the Catholic liturgical cycle Collective worship is developed to support the vision and values of our Catholic school Leaders include engaging and deep imagery and videos to inspire, motivate and engage pupils.</p>	<p>When staff are more confident in planning and leading collective worship this helps develop the confidence of pupils when they also lead collective worship.</p>	<p>Collective worship themes and calendar Prayer books and powerpoints Staff and pupil voice Governors report and minutes</p>
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- In order to improve, the school will –
- Provide ongoing training for staff in relation to prayer and collective worship
 - Use INSET time to reaffirm the reason for Catholic education and why we are here
 - Support new staff, including in RE, so that they settle well into our Catholic ethos and All Saints family
 - Provide ongoing programme of staff and pupil retreats
 - Strengthen links with Diocesan youth ministry team so that pupils have the opportunity to experience wider voices and experiences in relation to Catholic life..