



DIOCESE OF  
**SHREWSBURY**

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**All Saints Catholic College,  
Dukinfield**

**URN: 139735**

**DfE No: 3574604**

**27<sup>th</sup> and 28<sup>th</sup> March 2017**

**Report on the  
Inspection of Denominational Education**

**Lead Inspector: Mr John McCann**

**Link Inspector: Mr John Wilbraham**

**The inspection of the denominational education of  
All Saints Catholic College, Dukinfield  
was carried out at the request of the governors of the college  
in fulfilment of their obligation under the requirements,  
and according to the directives of, the School Inspections Act 2005.**

**The college was inspected within the framework  
approved by the Bishop of Shrewsbury  
for the conduct of inspection of the denominational education of  
Catholic Secondary Schools within the Diocese.**

**Key for inspection grades**

**Grade 1 Outstanding**

**Grade 2 Good**

**Grade 3 Requires Improvement**

**Grade 4 Inadequate**

## Description of the college

All Saints Catholic College is a smaller than average-sized 11-16 Catholic, voluntary aided, co-educational comprehensive school. The College is under the trusteeship of the Diocese of Shrewsbury and is part of St Anselm's Multi Academy Trust.

All Saints College draws pupils from the 5 parishes that it serves and the Catholic partner primary schools within them. There are 577 pupils on roll; 33% of the pupils are baptized Catholics with 39% from other Christian denominations and 6% from other world faith traditions. There are 46 members of teaching staff, including the Head, 50% of whom are Catholic. The pupils come from a range of ethnic backgrounds. The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is high. The number of pupils supported on school action plus or with a statement of special educational needs is also higher than the national average.

### Evidence Base

The inspection team observed teaching in each Key Stage, 7 lessons in total, and all teachers of Religious Education were observed. Pupils' work was sampled in each lesson as well as a scrutiny of pupils' work provided by the RE department. Inspectors visited 4 classes during form time and attended two whole year group Acts of Collective Worship. Inspectors spoke to pupils in their classes as well as conducting structured interviews with representative groups from each Key Stage, and members of the 'Inspire' group. Inspectors took into account the results of 167 completed parental questionnaires from Parents' Evening, 56 pre inspection parents' questionnaires relating to RE and the Catholic Life of the School, 173 pupil questionnaires which related to the Religious Education Department. Discussions were held with: the Headteacher and Executive Headteacher, a member of the Governing Body linked with the RE Department, the Deputy Headteacher, the Head of Religious Education and two newly qualified teachers. Learning walks were undertaken. Throughout the inspection the team had access to school and departmental documentation and school development plans for RE and the Catholic Life of the School where available.

### Overall Effectiveness:

#### How effective the school is in providing Catholic Education

**Grade 3**

This is a school with many strengths and strives to live out its mission statement. "... To provide an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations.....everyone succeeds academically and grows spiritually"

All Saints is a positive, caring and aspirational school which has faced a number of significant and difficult challenges in recent years and has through clear and effective leadership and governance met, or is in the process of addressing, those challenges and is making rapid

progress towards a judgement of good in all areas. Through the college's self-evaluation there is clear evidence that the school knows where its strengths lie and has a clear understanding of what needs to be done in order for the college to achieve its goal as described in the college's Mission Statement. Since the last inspection the college no longer has its Sixth Form and has had a significant number of changes to senior personnel, teaching staff and the governing body.

### **The extent to which pupils contribute to and benefit from the Catholic Life of the School** **Grade 3**

Pupils are proud that they attend here and they are appreciative of all that is being done on their behalf by all staff. They appreciate the opportunities in Y7 to attend residential retreats over three successive days, to accommodate the whole year group, and see them as a chance to learn more about themselves and others and grow as people. This area of college life has been acknowledged as an area to develop into other year groups. This does place an onus on members of the RE Department to lead and support each cohort. Opportunities exist within the school day and in as yet a limited number of planned extra-curricular activities for students to engage in prayer, reflection and enquiry. The pupils show interest in the religious life of others and treat those of different beliefs with respect.

Throughout the college, inside and outside, there are frequent professionally produced reminders of the core values underpinning the life of the college and aspirational quotations. These values are promoted throughout the college in classrooms and public spaces and are known to the pupils and staff, although not always understood in terms of a Catholic context. There is an awareness of the common good and evidence of a college commitment to the wider community and service for others within the local, national and international community through numerous fund raising and collection activities.

A significant majority of pupils are polite and considerate of others within the class and outside in the grounds. Incidents of bullying are few and the pupils state they are dealt with efficiently, effectively and fairly. From pupil interviews, meeting parents and results from parent/carer questionnaires it is overwhelmingly believed that this is a college which 'dipped' a couple of years ago but is now a safe and secure place in which to learn, where everyone is valued and success celebrated and all are made welcome.

### **How well pupils achieve and enjoy their learning in Religious Education** **Grade 3**

The choice of pupil options in KS4 has a significant impact on the composition of groups for the delivery of RE. This appears to be most significant, and challenging on the gender balance in some groups which affects pupil participation levels.

The department has achieved well in comparison to other core subjects, especially in respect of grades A\*/A; in 2016, in Religious Studies the percentage of students achieving A\*/A was 20.8%, compared with English Language, 4.9%, Mathematics, 6.3%, and Science 5.6%. In terms of value added measures based on residual comparisons within the college, the department has achieved a positive measure in each of the last three years and now aims to achieve positive outcomes in relation to national performance criteria. The percentage of students achieving grades A\*-C (51.4%) in 2016 was well below the expected target but there are indications that this will improve with the impact of current strategies.

The structure, resourcing and delivery of the curriculum, supported by an effectively applied assessment policy, have enabled improvement. There are opportunities for further success in the 'GCSE- driven' key stage 3, especially if pupils are able to develop skills within the philosophical explorations, not only to achieve at the higher end but also to enable all pupils to become fully engaged in the subject. The majority of pupils of all ages speak positively about Religious Education and see its relevance to their own lives and the wider world; they also take pride in their work which is very well organised and presented and in Key Stage 4 they benefit from excellent classroom environments.

### **How well pupils respond to and participate in the school's Collective Worship**

#### **Grade 2**

In whole year groups pupils respond with respect, reverence and improving levels of participation and ownership, although the school recognises that ownership is an area for further development. Pupils listen well and relate much of their prayer and reflection to the needs of the local and wider communities and service to others. No one is expected to act in a manner contrary to their beliefs and all show respect for each other. Pupils benefit from the availability of a small well- appointed chapel within the RE Department area. Use of the chapel is made by the department for reflection/ meditation within the RE curriculum; morning prayer opportunity on Tuesdays before school, which is open to all staff and students; meetings of the 'Inspire' group after school on a regular basis, this is a small group open to all, but at present mainly Key Stage 3 pupils, who work with the RE department in promoting the Catholic ethos of the college. As yet there is not a fully coordinated approach to morning prayer in form time although themes are given to staff; each staff member can chose whether to follow the theme or use their own material. Staff appreciate the help and support that they can call on from the Head of RE, Assistant Head and Deputy Head to support prayer and reflection in form time. All staff have access to a published calendar at the beginning of the year/term of weekly themes to support collective worship and which can also assist tutors in forward planning. The delivery and staff interaction with the morning prayer material could be developed further. Events and liturgical seasons are appropriately marked, often through Year or whole College celebrations. At present the opportunity for the college to celebrate the Eucharist or Reconciliation is not available. From parental interviews and staff discussion this is an area they would wish to see developed. There is a Deputy Head with a responsibility, one of many, for monitoring, leading development and having a strategic planning/ overview of the Catholic Life of the college through the Spiritual, Moral, Social and Cultural programme (SMSC) provided.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvements to outcomes for pupils**

#### **Grade 2**

Leaders, governors and managers, including the Head of Religious Education, demonstrate a strong commitment to the Church's mission in education, with spiritual and moral development a priority. The college sets out its vision identifying six key values in which it seeks to make an impact and which is at the heart of all it does. There is evidence that it is striving to make a positive and effective impact in each of the areas.

Opportunities throughout the day exist for staff and accompanied pupils to visit the chapel for private prayer and reflection or a planned liturgical event e.g. distribution of ashes on Ash

Wednesday. The college hopes that the chapel is to be seen by all as a place of stillness and reflection where all in need of silence or support feel welcome. Although numbers attending on a voluntary basis are small this is an area of school life that is developing.

A number of monitoring systems are in place to check on provision and outcomes. Leaders and managers are aware of the strengths and areas for further development, especially in relation to consistent provision and developing pupil participation in the planning and delivery of Acts of Collective Worship particularly in form time.

There is a strong, effective and well-resourced pastoral support system in place to support pupils with different needs.

### **How well leaders, governors and managers resource, monitor and evaluate the provision for Religious Education and plan and implement improvements to outcomes for pupils**

#### **Grade 2**

Leaders, managers and governors are committed to developing the quality of Religious Education to the highest level. Levels of RE departmental funding are commensurate and appropriate with other core subjects. An effective range of systematic monitoring and training activities are in place which have succeeded in very significant improvements over time. Issues are identified and strategies implemented to ensure rapid improvement; for example, in order to improve outcomes at GCSE the whole curriculum in Key Stages 3 and 4 has been developed with the GCSE assessment process at their core; this has resulted in pupils' familiarisation with the methods of successfully answering the different types of questions without stifling creativity and allowing for extending writing opportunities.

Effective use of the assessment process results in targeted planning and strategic action taken. At present there is a recently appointed experienced primary Headteacher as link governor attached to RE and one of the Assistant Headteachers is a specialist teacher of RE, the recently appointed Deputy Head is the Line Manager of the Department and also has oversight of SMSC. This structure has the potential through effective partnership to enable the college to progress quickly and effectively to achieve many of the objectives outlined in the college's self evaluation. At present there is no structured chaplaincy team or identified budget to support the activities of the various staff engaged in providing the present provision.

The recently appointed substantive Head, Executive Head and governing body are aware that the present provision in Year 7 and 8 does not meet the Bishops Conference requirements of a minimum of 10% curriculum time. Three of the 5 staff who teach the subject are full time experienced subject specialists who are mainly focused in Years 9 to 11, with the majority of classes in Y7 and Y8 taught by non-specialists using materials prepared by the Head of Department. This causes a challenge regarding the delivery of the course as the pupils come from a wide range of previous schools and experience.

### **The quality of teaching and how purposeful learning is in Religious Education**

#### **Grade 3**

Teaching at Key Stage 3 and 4 is often good, although there are occasions when some groups or individual pupils are difficult to motivate and keep fully engaged. However some excellent examples of questioning techniques are used, especially in the GCSE course, along with

imaginative and effective use of resources and activity, including technology. The specialist classrooms provide relevant information and stimulus materials. Most of the teaching is effective in ensuring that nearly all pupils are consistently interested in their learning, keen to learn in RE, and are making good progress. As a result of good assessment procedures pupils are becoming increasingly aware of their potential, and what they need to do to achieve it, through constructive and helpful written feedback. Specialist teachers have strong subject knowledge which motivates and challenges most pupils, especially the most able, and contributes to their good progress. The provision of materials to support learning is excellent, as are the learning bases especially in KS4 both in and outside of the classrooms.

The department may wish to consider the use of exemplar material to be displayed within the department so that all pupils are aware of the quality of work being produced on a regular basis in this subject.

### **The extent to which the Religious Education Curriculum promotes pupils' learning Grade 3**

The Religious Education curriculum is enriched through imaginative and well planned strategies to capitalize on the expertise within school. The Religious Education curriculum provides many opportunities for spiritual and moral development. Extra-curricular opportunities are developing and plans are in place to develop them further e.g. retreat opportunities. The recent Year 7 retreat was well received by staff and pupils alike and much enjoyed. The curriculum is characterized by ready reference to local and world-wide social and ethical issues and opportunities for, and reflection on, service to others. The curriculum offered matches the requirements of Religious Education Curriculum Directory. The college's planned introduction of new curriculum at GCSE in 2016 is clear and appropriate and as with all schools will require on-going development.

### **The Quality of Collective Worship provided by the school Grade 2**

Year group and whole college Acts of Collective Worship are given high profile and are well delivered with expertise by staff, with the college seeking to increase ownership and participation by pupils. Staff and pupils are, for the most part, comfortable praying together. The Deputy Head, Head of RE and specialist RE department staff review and plan improvements to the college's provision and with the leadership team they are planning to develop ways of ensuring that pupils are becoming skilled and equipped in leading prayer and owning aspects of collective worship. Staff value the induction programme offered by the college and the prayer and reflection/discussion materials supplied by the Assistant Head and Head of RE to support them in form time, although this resource is not always fully explored by all staff. The Church seasons and feasts are celebrated by the whole college community. Themes are consistent with the Catholic character of the college and take note of the religious diversity of pupils and the wider community when appropriate. At present the opportunities to offer sacramental provision is limited and is an area that has been identified to be developed.

### **Recommendations for further development (to progress to good)**

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

## INSPECTION JUDGEMENTS

<b>Key to judgements:</b>  Grade 1 = outstanding, Grade 2 = good, Grade 3 = requires improvement and Grade 4 = inadequate	<b>Judgement</b>
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<b><u>OUTCOMES FOR PUPILS:</u></b> How good outcomes are for pupils, taking particular account of variations between different groups	<b>3</b>
The extent to which pupils contribute to and benefit from the Catholic life of the school	<b>3</b>
How well pupils achieve and enjoy their learning in Religious Education	<b>3</b>
How well pupils respond to and participate in the school's Collective Worship	<b>2</b>

<b><u>LEADERS GOVERNORS AND MANAGERS</u></b> How effective leaders, governors and managers are in developing the Catholic life of the school	<b>2</b>
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	<b>2</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	<b>2</b>

<b>PROVISION</b> How effective the provision is in promoting Catholic Education	<b>3</b>
The quality of teaching and how purposeful learning is in Religious Education	<b>3</b>
The extent to which the Religious Education curriculum promotes pupils' learning	<b>3</b>
The quality of Collective Worship provided by the school	<b>2</b>

<b>OVERALL EFFECTIVENESS</b>	
How effective the school is in providing Catholic Education	<b>3</b>