



ALL SAINTS CATHOLIC COLLEGE

Be inspired. Be excellent. Succeed.



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SCHOOL SELF EVALUATION – FROM GOOD TO GREAT

2022-2023

Updated: November 2022

Context

All Saints Catholic College is a good school. The school is a particularly exciting place due to the commitment and dedication of leaders, teachers, pupils and parents to the ongoing transformation of the education. We have a high expectations ethos, balanced with a focus on human worth, ethical leadership and positivity. The school is part of the Diocese of Shrewsbury and Tameside Local Authority. The Denominational Inspection from October 2021 stated 'All Saints Catholic College is a good college and the whole community is committed to the ongoing improvements required to take the college forward.' In a parents' survey from June 2022 the vast majority of parents said they would recommend All Saints to other parents. There are a number of very positive quotes within the survey but also actions that we have taken as a school to ensure we continue to work jointly with parents.

Senior leaders, governors, staff and pupils in the school are highly ambitious for the standards of education. We are striving, each year, to improve our examination outcomes. Leaders ensure an ethos of openness and honest so staff at all levels receive and are open to high quality development and support. We talk about ourselves as a family, and we feel that this ethos is very much why All Saints works so well. Leaders, at all levels, have embraced the science of learning research and the methodology linked to it has been rolled out across the school. CPD reflects this and the methodology linked to pedagogy is consistently revisited and reviewed with best practice shared at training sessions. The College has linked to the East Manchester Hub for its ECT support but maintains links with Teach First.

All Saints Catholic College is a growing Catholic Academy with over 780 pupils on roll* and our school attracts predominantly white British pupils. The number of pupils on roll has increased, considerably, since 2019 when there were just over 650 pupils on board. The school now attracts enough first choice requests to either fill or almost fill the PAN, and we have had a number of appeals to enter Year 7. Around 30% of the pupils are baptised Catholics, 29% from other Christian denominations and 10% from other faith backgrounds with the remainder not identifying with any faith. Most pupils are White British heritage with high levels of disadvantage. 40.25% are pupil premium with 29.55% of pupils are in receipt of Free School Meals 8.6% of pupils EAL. The proportion of SEND pupils has grown with around 15% SEND across the school. The number of pupils with EHCPs has risen over the last 5 years, with 22 now in school, 10 of which are in the current Year 7.

*working closely with Tameside and other schools, the roll can change regularly

Information about Tameside:

The Borough of Tameside lies to the East of Greater Manchester, stretching eastwards from the urban hub of Manchester to the moors of the Peak District. Tameside shares borders with Oldham, Manchester, Stockport and the Derbyshire Borough of High Peak. Tameside has a total estimated population of 226,493

- There are 101,330 dwellings on the valuation list in Tameside.
- Of the 141 areas in Tameside, 11 of these fall within the most deprived 5% nationally and a further 18 fall within the most deprived 10% nationally. In total, 13.4% of Tameside residents live in income-deprived households.
- 62.1% of school children (59.4% of boys and 64.9% of girls) in Tameside achieved a standard 9-4 pass in English and maths at GCSE level in 2018 compared to 59.4% nationally (55.5% of boys and 63.7% of girls)

As a Greater Manchester school, we naturally attract a diverse population of pupils in terms of all areas (ethnicity, religion, ability, and economic background). In previous years we have experienced a high influx of pupils transferring into All Saints. Tameside does experience a great deal of pupil movement. We are, though, now full in all year groups. We are either at or above PAN in all years and have large numbers of appeals each year. We recognise whilst some of our pupils come from backgrounds where they receive strong support in relation to their education, some of our pupils come from backgrounds where there is not a strong family tradition of learning and where ambition and aspirations are low, this is because the school serves the 10% most deprived neighbourhoods in the country for employment and education, skills and training. Some of our pupils have low literacy skills on entry (around 1:5), and the associated lack of key vocabulary is a barrier to progress. An even bigger proportion arrive with significantly low numeracy levels (around 1:4). These numbers were exacerbated by the pandemic and therefore have been a focus of our catch-up work. This programme of catch up has continued into 2022-23 and includes KS4 pupils. We feel that this level of poor foundation from Primary school also has an impact on maths and therefore have appointed an Associate Assistant Headteacher to focus on improving numeracy skills. Many pupils also lack some of the rich, cultural heritage of children in more advantaged areas. The proportion of pupils in receipt of the pupil premium is above national averages and increasing. There are significantly more girls on roll than boys due to us having two boys only secondary schools in the very local area. Despite our complex school roll, we have a determined focus on excellence for every child and we support children with outstanding pastoral care and guidance. As a result, we have now secured evidence of consistently improving school outcomes.

Our school is a registered provider for the Duke of Edinburgh scheme with year 11 pupils having been awarded bronze, and current groups working towards silver (Y11, Y10) and bronze (Y10, Y9). We are the school of choice in the Duke of Edinburgh marketing material.

Covid Pandemic

The impact of the Covid pandemic has been widespread on our school. A large number of pupils had to self-isolate throughout the pandemic period. We have used the catch-up funding to implement a number of strategies but the impact of lockdown and continued numbers of pupils self-isolating has had an impact on their effectiveness. Remote learning was initially set up in June 2020 but we were able to set up a wider reaching and much better remote learning package in January 2021. Parents were exceptionally happy with the remote learning and staff reported that it worked exceptionally well. This notwithstanding, the long-term impact of the pandemic on progress, results, and pupil wellbeing is yet to be seen. Results in 2021 saw a slight dip on the previous year but we believed that these TAGs represented a true and fair result for that cohort and the impact the pandemic had had on their progress. A comprehensive catch up package was implemented from September 2021 to close the gaps caused by Covid. (see Covid Catch Up report). 2022 results have been pleasing (see below for more detail) but there continues to be work to do on results.

Our main catch up strategies targeted numeracy and literacy as key whole school strategies but also focused on the wider support for pupils. As a result, we employed a counsellor, bought in behaviour support from the TPRS, bought in a Tameside EWM, and continued with the family support worker from Caritas. We also overhauled the KS3 curriculum and assessments.

Progress against previous inspection

Areas to improve

- Improve leadership and management by ensuring that leaders, governors and the trustees:
 - Re-evaluate the design and implementation of the curriculum so that it maximises pupils' knowledge, skills and understanding and inspires them to excel.
 - Continue to raise pupils' aspirations further so that they are highly ambitious for the next stage of their education, employment or training.
- Raise outcomes for pupils by:
 - giving key stage 3 pupils more opportunities to apply their mathematical knowledge to complex problems.
 - ensuring that teachers use the information that they have about pupils' prior learning to design activities that build knowledge, understanding and skills at pace.
 - Improving outcomes for the most able, particularly in maths
 - Improve outcomes for middle ability pupils whilst maintaining outcomes for the most able Work with science department to ensure significant improvements in teaching translate to improved outcomes.

Progress

We have now re-evaluated the design and implementation of the curriculum. This will enable us to deliver a pragmatic structure to best meet the learning needs of our current pupils within available resources. From September 2021 we moved to a 3-year Key Stage 3. From pupils' entry into All Saints in Year 7, each year will be planned to stretch and challenge pupils. Departments are continually designing, and reviewing, a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. We have evaluated the curriculum offer to ensure that we offer appropriate coverage, content, structure and sequencing across the curriculum to ensure that pupils develop a deep body of knowledge through subjects making clear links between learning at appropriate times. This will enable a much more creative and diverse way of delivering the curriculum and assessing its impact through assessment. This review is continuous and we look for opportunities to continue to enhance our curriculum offer consistently. The SIP also shows that the curriculum is constantly under review and there are ambitions to offer a broader curriculum offer at KS4.

The Mathematics curriculum and assessments have been overhauled and rewritten from Year 7 to Year 11 with a focus on problem solving and applying knowledge in different contexts.

We have designed a system of raising attainment and progress through data-driven and targeted meetings throughout the year with subject leaders and teachers. The impact of this work last year meant that we could more quickly identify pupils who were making less than expected progress and implement an array of systems of support. In order to engage pupils more fully in raising their own attainment, progress and aspirations we will continue to utilise a system of Horsforth Monitoring, throughout the year, that will specifically target groups of

	<p>pupils that are high effort and high progress, low effort and high progress, high effort and low progress, and low effort and low progress. This will help bridge the gap between curriculum impact and the pastoral needs of our pupils. Parental engagement will also be considered much more closely. This is accompanied by a targeted and data driven intervention system which allows us to properly focus intervention where needed.</p> <p>Since the previous inspection we have reviewed and updated the Key Stage 3 curriculum and assessments. We are now reporting to parents using ‘themes’ of assessment which are informed by the National Curriculum. Within these themes there are linked ‘I can statements’ which are reported to parents and children in termly Progress Reviews. The statements help teachers to articulate successes and gaps in children’s knowledge while supporting parents in understanding their child’s level of competence in each subject area.</p>
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<p>School improvement priorities 2022-25</p>	<p><u>Excellent outcomes for all and a tailored responsive curriculum from years 7-11.</u></p> <ol style="list-style-type: none"> 1. Our pupils will achieve examination results that are above the average in all progress 8 subjects and are benchmarked accordingly. 2. Our pupils will gain the knowledge, skills, attitudes and behaviours that will enable them to become confident and successful adults, able to make a positive contribution to their community. 3. Our teachers and support staff will regularly structure outstanding learning opportunities that build on the latest research evidence on how pupils learn and remember more, to enable them to make rapid and sustained progress and become independent learners. 4. All of our staff will have the opportunity, support and encouragement to develop their skills, knowledge and understanding in order to make a more significant contribution at All Saints or beyond, this will lead to high staff morale and sustained retention. <p><u>Ensure exceptional care based on Christ’s teachings</u></p> <ol style="list-style-type: none"> 1. Our pupils, their families and our staff will have grown in understanding of the meaning of Catholicism and the teachings of the Gospels. 2. Our provision for the care, guidance and support of our pupils is exemplary and responsive to change. 3. Our pupils will follow the All Saints Way which develops the character of every child and allows them access to cultural experiences so that they can fulfil the gifts and talents given to them by God at birth. 4. Pupils will be supported to strive to achieve their aspirations and beyond. <p><u>A moral and responsive community, at all levels, that acts in service to our family</u></p> <ol style="list-style-type: none"> 1. Retain a culture of ethical leadership at all levels that is sustained and has meaningful impact on the whole school community. Ethical leadership at All Saints means putting Christ at the centre of what we do through serving, rather than expecting to be served, being humble, honest, trusting, kind and respectful. 2. Establish an academy trust structure that will promote an inspirational Catholic vision for education that is unrelenting in its pursuit of excellence for all pupils and can support the growth of the school in order to secure its long-term future. 3. Staff holding leadership responsibilities will be outstanding in their commitment, their passion to make a difference in the skills they
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are able to bring to their roles. Excellent leadership will exist, at all levels, consistently across the school.

4. Staff choosing to work at All Saints will be eager and well-prepared to provide an excellent education and move in to leadership roles themselves if they choose to do so.
5. Pupils are encouraged to become independent in their learning and future leaders in society.
6. The school becomes outward looking and generous in its leadership and support for other schools. The school will continue to retain an external eye on its provision.
7. The buildings and facilities of All Saints will provide an inspirational context for learning.
8. The school will grow and provide an excellent education for more pupils in the local community. The school will also provide employment opportunities for more staff with the moral purpose to give of their all to provide an outstanding education to pupils from Tameside.

QUALITY OF EDUCATION – 2

Strengths

The school has put in place a year long review of the curriculum so that it can now truly offer a broad and balanced curriculum. The key strands of the curriculum intent have been linked to the core values of the college and this exercise has been repeated across all departments. In a recent survey from June 2022 the vast majority of our parents recognised the high expectations for our children, and that we are very effective in keeping parents informed of their child's progress.

Intent:

We strive to deliver a curriculum which enables all young people to succeed with their faith at the centre of their lives. Our pupils will become inspired, resilient thinkers who have acquired the essential knowledge, skills and qualifications to utilise their God-given talents to the fullest. We help our pupils to become successful individuals who fulfil and exceed their expectations and achieve academic excellence, allowing them to move onto their chosen post-16 destination. We support our pupils so that they become confident, respectful and self-regulating individuals who can live healthy, spiritual and fulfilling lives as part of our All Saints' family and beyond. We expect our pupils to be responsible, healthy, community focused citizens who make meaningful contributions to society, driven by the values of the Catholic Church. We aim to inspire our children to be creative, practical and respectful young people who are inspired to continue learning throughout their lives.

We display our values which underpin our school intent using shared imagery:



We have reviewed our Key Stage 3 curriculum so that it is ambitious and meets the needs of our pupils, with Christ is at the centre of all we do. The culture of responsiveness is one which we are working hard to embed and our curriculum is where this begins. Our subject leaders and their teams review their curricula frequently, so that they can identify the concepts that pupils can remember and those which will need revisiting. This process, while autonomous, is supported by the senior leadership team who work with subject leaders to ensure subject leaders and their teams have the necessary skills, support and confidence to adapt what they teach. We have reviewed the sequence of our curricula ensuring that key concepts and knowledge are carefully planned and revisited in greater depth throughout Key Stage 3.

In 2022 we moved to a 3 year Key Stage 3 and a 2 year Key Stage 4 as we believed that the improvements in teaching and learning, the varying levels of ability of pupils on arrival to the school in Year 7, Covid, and the need for a broad and balanced curriculum to develop pupil schema all meant that a 3 year KS3 was a much better model of curriculum for our pupils.

Catholic Curriculum

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

Literacy

Literacy has remained a whole school focus this year. We have continued with discrete literacy lessons in English curriculum time using Lexia. This has allowed us to track pupils' specific areas of literacy which they need to improve. Reading has remained a focus and KS3 classes experience a library lesson once per fortnight. Along with testing reading ages each term, we have repurchased the quizzing component on Accelerated Reader in order to engage children and their parents with reading. The children who are in the lower 20% of readers receive guided reading intervention, during form time. Those who joined us far below their chronological age have received a bespoke package of support including work around phonics. The reading age data indicates rapid progress has been made in all KS3 year groups. As a result, we intend to extend this support to KS4 next year to continue to close the gaps exacerbated by covid absences.

Numeracy

Numeracy intervention has taken place in a variety of formats this year. All pupils have received numeracy intervention during form time. At KS3 we have utilised Numeracy Ninja and at KS4 all pupils were given an exam workbook to aid independent revision through quizzing and recall. This intervention was monitored by form tutors and led by the maths department. Within maths lessons, surplus staffing was used to team teach and split classes so that individual needs were attended to more efficiently. For those pupils who have a Numeracy age that implies they need extra support, these pupils complete extra Numeracy Ninja tasks in lesson times, completed Sumdog at home and attended targeted intervention sessions. In 2022 we introduced Sparx Maths. Sparx Maths will create bespoke homework for everyone based on topics they need to work on and linked to the curriculum. The homework set will be time based rather than a fixed number of questions- set at one hour. This will ensure that pupils practice numeracy topics and become fluent in these. Leaders will track progress and ensure any gaps are addressed in interventions and class time.

Wider Experience

As a school we aim to give all our pupils' access to the cultural experiences vital to them in life. We also link these experiences with our curriculum to deepen pupils' knowledge and understanding of what they are learning. Some pupils require support to access experiences available to children in more advantaged areas. We work tirelessly to provide a broad, deep and balanced curriculum to all our pupils, including wider experiences. We review our provision regularly to ensure all pupils have access to the wide range of opportunities available to support and deepen their learning. Covid did impact on these opportunities but since the end of lockdown we have tried to implement more and diverse opportunities for pupils as well as an extra curriculum programme open for all pupils.

Equal Opportunity:

Our curriculum will be structured so that no pupil is prevented from pursuing a course or programme based on their gender, ability, ethnicity, religion or sexual orientation. All are welcomed at All Saints and we show love for all our family. Pupils with disabilities or special educational needs will, as far as is possible, be provided with reasonable adjustments to enable them to access an ambitious but also broad and balanced curriculum. Throughout the curriculum but especially in PSHE, Citizenship and RSE, as well as assemblies, we develop the pupils wider understanding of equality and equal opportunities. We have developed the pupil leadership so that more and diverse pupils have a voice in the leadership of the school.

Impact:**Headline Performance Results:****2022**

Attainment 8 score (2022) – 44.61 Progress 8 score (2022) – -0.19

% of pupils achieving a grade 5 or above in GCSE English and Maths – 39%

% of pupils achieving a grade 4 or above in GCSE English and Maths – 61%

% of pupils achieving a grade 4 or above in GCSE English – 73%

% of pupils achieving a grade 4 or above in GCSE Maths – 69%

% of pupils staying in education or employment (2020 cohort) – 92%

2019

Attainment 8 score (2019) – 43.01 Progress 8 score (2019) – -0.25

% of pupils achieving a grade 5 or above in GCSE English and Maths – 32%

% of pupils achieving a grade 4 or above in GCSE English and Maths – 58%

% of pupils achieving a grade 4 or above in GCSE English – 73%

% of pupils achieving a grade 4 or above in GCSE Maths – 64%

% of pupils staying in education or employment – 97.5%

EBACC

We currently have around 30% of pupils who are entered for the EBACC. This figure varies slightly but remains around 30% on average. This is similar to the average figure for Tameside. EBACC results have improved since 2018 and are in line in 2022. It is a area in need of improvement with plans to target pupils and parents to ensure pupils select the EBACC routes at options in January 2023.

KS3 Reading and numeracy age data captured in September 2021 and July 2022

Year	Literacy average progress made per child (in months)	Numeracy average progress made per child (in months)
7	11.3	13.4
8	14.3	14.3
9	24.8	24.2

Evidence to support judgements:

- The teaching profile has changed since 2018. This has had a significant impact on the quality of teaching (along with CPD) and an embedding of the science of learning techniques.
- There is a regular coaching ethos in the school so that all staff can make rapid gains to their teaching. Further work needs to be completed on this with more trained coaches evident across the school
- Learning walk results are triangulated with the quality of marking, pupil voice feedback and progress data. QA takes place on all monitoring.
- There is a rigorous and regular work scrutiny,
- Teachers who are not securely 'good all the time' are allocated a coach and a support package is immediately put in place. Coaches use the instructional coaching model to improve areas of practice, they will also work with new staff.
- The academy communicates regularly with parents via parents' evenings, text messages, social media and half termly progress reports.
- The CPD programme for teaching staff and support staff is extensive and meets the needs of staff. The offer is informed by feedback from monitoring and performance management targets. The impact of these sessions has been evident in the rising quality of day to day Teaching, Learning and Assessment across the school.
- There is a comprehensive induction programme set up at the end of the academic year for NQTs and new starters that focuses on all the key CPD requirements of teaching in your first year. The NQT staff rate the induction as good and found the sessions very helpful in their first half term. In 2021-2022 the ECF programme will be working with the East Manchester Hub.
- The school utilises a range of different strategies to promote reading, writing, communications and mathematics. These include; Accelerated reader, reading in extra English time form time, peer support for reading and numeracy, Numeracy Ninjas in form time and Hegarty Maths.

- The GCSE grades in 2022 and other data catch up strategy has had a real impact in terms of supporting children making up for the impact of the pandemic on their learning
- The Headteacher and Deputy Headteacher regularly meet with different groups of pupils to ensure a breadth of pupil voice in relation to teaching quality.
- Results in 2022 showed a return to the pre-pandemic upward improving trend. A8 and P8 were both above 2019 levels and the gap for PP, DP and Boys and Girls had closed to some extent for all. Attainment for SEND pupils was considerably higher than in 2019.

Areas for development	<ul style="list-style-type: none"> • Ensure that the Department review and Department Development plan process has more department driven targets and is based on the 'I we you' model • Review all intervention strategies and catch up strategies and implement changes therein • To implement the KS3 assessment process and to ensure that it is reviewed at the end of the year • To review the whole school curriculum regularly to make sure it is broad and balanced and offers different types of opportunities for children • To look at whole school revision strategies to adopt a common approach • To develop middle leaders even further in their leadership of their areas • To develop the skills of the middle leaders (both subject and pastoral) so they are more confident using data packages • To review the strategies linked to the science of learning • To review the whole school curriculum at the end of each year to ensure it is meeting the needs of all pupils • To ensure that HOY and Subject Leaders are discussing data performance of pupils and sharing more pertinent information • To embed a culture of review of curriculum, pedagogy, and subject knowledge • Develop more opportunities for parents to engage with school on curriculum matters • EBACC numbers enrolled and results • Establish links between primary and secondary leads on core subjects and ensure meeting happens • Develop more visits for the HT/DHT between key primaries and feedback on standards of work and teaching to improve transition regarding learning
Next steps	<ul style="list-style-type: none"> • To launch the new KS3 assessment model in 2022- 23 • To launch and review the new two-week timetable in September 2022 that allows us to offer a broad and balanced curriculum • To review all strategies linked to catch up and raising attainment and therein develop the purposeful approach that continues to be responsive to the needs of that cohort • To develop 'in house' alternative support provision • To continue to develop the department review process and development plans • To review the whole school curriculum and the curriculum offer • Launch evenings/ coffee mornings with parents to allow them to engage with staff on curriculum matters • Target pupils to choose the EBACC routes at options in Jan 2023

BEHAVIOUR AND ATTITUDES – 2

Strengths

Behaviour is good. The Denominational Inspection Report of 2021 stated ‘Standards of behaviour observed in lessons and around the college are good and pupils genuinely support each other to do their best’. The leadership of this area and the pastoral team are strong with aspects of the pastoral care rated as outstanding, by Ofsted, in 2018. The DI report from October 2021 stated ‘Pupils are known and cared for as individuals. In the parent survey from June 2022 Parents were exceptionally positive about the behaviour within the school, with the vast majority recognising that the school has high standards of behaviour. Governors are engaged with the school and regularly review the data linked to behaviour and attendance. This data includes all attendance data (ie, whole school, national, PA etc – see below) but includes relevant behaviour data such as On Calls, IEB, as well as FTEs and Perm Exclusions. The staff team continue to have high expectations relating to behaviour, appearance, attendance and punctuality. As a result, behaviour is good, and we have sustained the improvements in the behaviour of the vast majority of pupils and we are able to address the needs of a minority of pupils who present challenging behaviour. On calls continue to be utilised effectively to support learning. The system is also being used to support pupils who feel unwell so that they are safe and supervised at all times.

As a school we are quick to respond to poor and challenging behaviour and work with parents and the wider community to try our hardest with pupils. We continue to embed our expectations about behaviour using the All Saints Way and the 100% language. There is a continued concern, though, about the impact of Covid on pupil and the community mental health. This is exacerbated by the financial issues that will impact on our families in 2022-23. We will continue to buy in the counsellor support, the support of Tameside EWM service, behaviour support from the TPRS and we have extended our family support to 3 days a week.

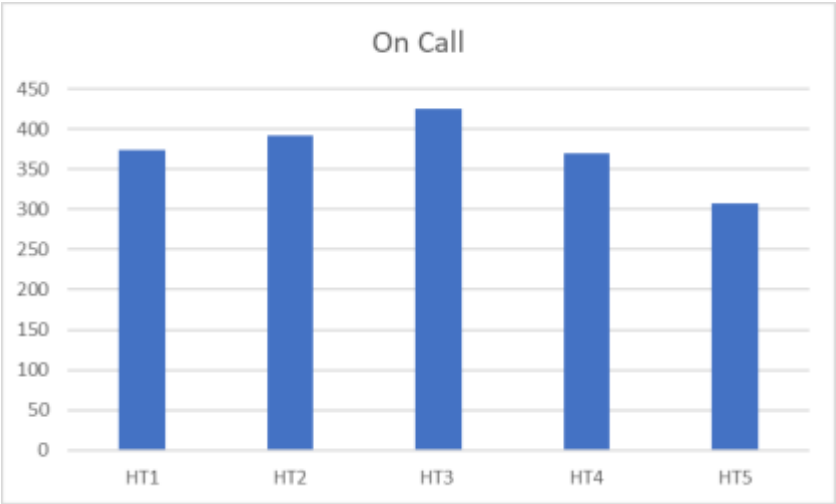
Fixed Term Exclusions are below the Tameside averages for 2021-22. Sadly, Permanent Exclusions are within the averages for Tameside.

Type of Behaviour	2021-2022 (Sept-July)	2020-21	2019-2020	2018-19
Total number Fixed Term Exclusions issued	115	67	62	97
Number of pupils issues with a Fixed Term exclusion. (Pupils with multiple exclusions in brackets)	46 (27)	27 (12)	37 (6)	48 (10)
Total days	242	95	80	137
Fixed Term Exclusion PP (pupils)	31	14	13	6
Fixed Term Exclusion SEND	29	9	8	14
Fixed Term Exclusion LAC	2	1	1	0
Total Permanent Exclusions	5	1	5	1
Permanent Exclusions PP	2	0	5	0
Permanent Exclusions SEND	2	0	1	0
Permanent Exclusions LAC	0	0	0	0
On Call	2166	1156	1344	1231
IEB entries	770	372	410	642

We have revamped the on call system, moving away from a staff buddy removal system and implementing restorative practices. We believe that this is a less disruptive system overall. From analysis of practices we felt the the buddy system was not allowing pupils to continue with their learning once removed from class and was causing too much disruption in them classes to which they were removed. There is an expectation that the staff member comes to see the pupil st the end of the day and has a restorative conversation to allow both staff and pupils to explain what had happened but also try to avoid a repeat of the unwanted behaviour. The change in this system was the first part of

an overhaul of the behaviour management system. Staff have also had training on how to avoid escalation of behaviours. We have also introduced a new rewards system. **The aim is restoration not punishment.**

Initially, we saw a spike in the data and we were seeing a lot of push back from pupils (and an increase in standards within lessons as teachers felt empowered). This initial spike has begun decline and the amount of on calls has decreased below were it initially started. The system started at the end of HT1:



When looking at data from previous years, we must go back to 2019 to see a full year's worth of data but we can see that there are significantly more 'on calls' made. This is due to the fact that before this system was introduced, 'on calls' were not monitored consistently and were not followed up on by pastoral staff.

Type of Behaviour	2021-2022 (Sept-July)	2020-21	2019-2020	2018-19
On Call	2445	1156	1344	1231
IEB entries	758	372	410	642

We also believe that a certain cohort of pupils have struggled in post lock down and the 're-entry' to school was very challenging.

Over the past year, the school has been working to implement a new rewards system which rewards pupils for consistently displaying our school values. The values we focus on for rewards are 'Excellence', 'Community', 'Resilience' and 'Respect'. Though there are other values which the school looks to incorporate into the day, we settled on four for rewards as it was more manageable for all staff and pupils.

Pupils are given points for displaying these values in lessons and around school. These are then tallied at the end of each term and the pupils with the most points in each value are invited to a rewards event. Last term, we had 'Zoo2u' come into the school and bring exotic animals as a reward for resilience and we organised a talk from author and CEO, Lucy Clayton. For the coming term, we are inviting 'Zoo2u' back into school, we have a 'medical mavericks' show for excellence points and we have stem engineering workshops running.

The school community has been engaged in the rewards process and the correct pupils have been receiving recognition for the consistently high standards that they show.

The school has previously had a continued, if reduced, number of in year admissions where pupils had not, previously, received the outstanding support we offer including identification of SEND. We have therefore needed to support these pupils so that they are successfully integrated into our expectations. However, a small group of these pupils have required fixed term exclusions as well as alternative packages of support within school. This is certainly the case within KS3 for pupils who's needs were not identified at Primary School and who's progress and access to learning was managed rather than supported. Any alternative packages and strategies are always conducted in agreement with parents and we only use registered providers. The strategies are regularly reviewed, and are time focused. We still reserve the right to utilise exclusions in order to maintain a strong school ethos focused on excellence and to safeguard the wellbeing and education of all pupils. We have a strong moral purpose to accept pupils from our local area which includes those from highly dysfunctional backgrounds who may present us with behavioural challenges. We do not utilise unethical practices such as off-rolling as we see ourselves to be one of the only sources of support and consistency in these children's lives. This means that a small minority of pupils may have an adverse effect on our outcomes, attendance data and behaviour statistics. As a school we accept this and go out of our way to give these children outstanding pastoral care. We work closely with Tameside Local Authority and other secondary schools in Tameside to support all pupils. We have developed close links with the LA. We also have sound and successful links with the TPRS. We continue to work closely with the TPRS to support with behavioural issues to prevent any children moving towards a Permanent Exclusion. We work collaboratively with all the schools in Tameside and regularly take in individual pupils even when this means we go over PAN. This is both from IYFAP but also from the TPRS and from managed moves. Our reputation as an inclusive and supportive school is very much assured in Tameside.

We pride ourselves on our ethos and mantra 'be inspired, be excellent, succeed'. A structured start to each half term takes place when leaders and teachers outline expectations prior to commencement of the school term. This is emulated with a structured start and end to every lesson. We believe that this has meant pupils are more settled and ready to learn after the long period out of school. The key standards are reiterated to pupils on a regular basis and are linked to the All Saints Way and how we do things in our school. We utilise the language of our mission statement and core values (such as family and community) to discuss issues of bullying as well as excellence and resilience to discuss pupil performance. We also have a structured start to every lesson with pupils saying the mantra. As a result, pupils are clear on the high expectations in place in the school. Work still needs to be done to improve behaviour with a very small group of pupils and their progress is being monitored

closely. The Internal Exclusion Base (IEB) is used to apply clear sanctions, expectations and also offer support and mentorship to targeted pupils. We have a new IEB manager who has been given time to complete some 1:1 work with pupils who regularly identify as having challenging behaviour. He has identified a small cohort of pupils with whom, he is working to ensure that positive messages about behaviour are being embedded with them. We have also developed the role of one of the PSOs to be more of a mentor and more focused on pupil's mental health support.

Attendance:

Attendance has a high profile across the school. Pupils review their own attendance weekly in form time. It is a focus of regular assemblies. Attendance data is shared weekly with staff. The senior team have a weekly briefing with a focus on attendance to discuss any emerging patterns. The data is also reported to Governors at least 3 times a year.

Attendance data:

	2017-18	2018-19	2019-20	2020-21	2021-22	National Data 2021-22
Whole School Attendance	94.2	94	93.6	93.8	90.5	88.6
Persistent Absentees	88 pupils 14.96%	130 pupils 21.220%	107 pupils 16.38%	203 pupils 29.37%	150 pupils 24.83%	N/A
SEND	94	93.5	94	92.85	87.81	89
EAL	94.2	95	95.01	94.45	92.84	N/A
Boy	93.7	93.5	93.65	93.63	90.5	N/A
Girl	94.3	94	93.8	93.93	90.35	N/A

A full-time attendance officer works in tandem with the local authority EWM service, along with a pastoral support officer to add capacity to the pastoral support team. As a result, all statistics in relation to attendance show that we have maintained attendance levels above the national averages for 2021-22. Fixed term penalty noticing, home visits take place and the attendance officer, the EWM and the Assistant Headteacher are meeting hard to reach families in order to work with them on the importance of good attendance. Engagement with these families is challenging. Attendance panels are held with a link governor to challenge persistent poor attendance with parents and carers. We had previously engaged Caritas and the police to support us with families who have previously been hard to reach and wouldn't engage with school or support services offered. This year we have employed our own Family Support Worker to enhance this provision for our families. This has had mixed impact but we are relentless in continuing our attempts to engage with these pupils and their families. Previously the local authority had placed a hold on Fixed term penalty notices due to government guidance which asked schools take a non-punitive approach to poor attendance during this academic year. This practice has now ceased and the Local Authority are now progressing with legal approaches to poor attendance but the process does take quite a bit of time.

	<p>As regards uniform, pupils present themselves well in terms of having high standards of uniform. This is a result of relentless high expectations, meet and greet at 'the blue line' in the morning and the continued delivery of basic expectations given by all staff members. Parents have been contacted both as a whole, and individually, to offer financial support with uniform.</p> <p>The vast majority of pupils are punctual to lessons and have the correct equipment. Behaviour at breaks and lunchtimes is excellent and any incidences of poor behaviour are very rare. Pupils are polite and respectful – they are a credit to the school and to their families. Graffiti is almost non-existent, both on their work and around the site. Parental confidence in the school is high which is evidenced on surveys and social media.</p> <p>Evidence to support judgements:</p> <ul style="list-style-type: none"> • The Behaviour Policy and procedures available on the website and parents are receive regular communications via SMS and Social Media linked to maintaining our standards. Ofsted reports, and feedback show that behaviour has been transformed. This is also recognised by supply staff, governors/directors and visitors. • The Restorative behaviour strategy linked to The Haven and the whole school rewards strategy is beginning to have an impact and incidences of low-level disruption in class leading to On Calls have reduced across the course of the year • Permanent Exclusion are equivalent to previous years (1 in 2020-21, 5 in 2021-22) and are in line with Tameside averages • Fixed Term exclusions are below the average for Tameside • The impact of a continued focus on behaviour and welfare can be seen around the school and in lessons • Comprehensive interventions are in place for pupils where attendance is a concern – first day calls and home visits take place and attendance is analysed weekly and discussed by the SLT. • Attendance data shows that in 2021-22 attendance data for ASCC remained above the national average • The pandemic did impact on attendance but with the continued focus on attendance strategies, the high level strategic discussions at SLT and the continued work with Tameside there is an honest dialogue between schools relating to attendance and we finished the academic year 2021-22 above the national figure.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Continue to monitor and put strategies in place for PA pupils including making use of the traded services EWM service • Review all attendance strategies on a regular basis • Implement and review punctuality strategies • Reduce the number of PA pupils • Identify pupils in Year 6 who will be PA using the 6 into 7 package • Continue to engage with hard to reach families/families with high levels of dysfunction. • Continue to improve the overall attendance of DP. • Ensure that positive rewards become part of the culture of All Saints linked to the All Saints Way • Ensure that we review all alternative provision and plan for pupils to engage with the most effective type of alternative provision

	<ul style="list-style-type: none"> • Review the pastoral structure to ensure that it continues to meet the needs of pupils • Reduce the number of lates • Relaunch anti bullying strategies across the whole school • Continue to embed the language of the All Saints way in discussing bullying and treatment of each other
<p>Next Steps</p>	<ol style="list-style-type: none"> 1. Relaunch attendance strategies for 2022-23 and review their impact weekly at SLT 2. To develop more robust links with 'hard to reach' families so that they support the school in ensuring their child attends every day 3. Develop strategies to support pupils who have been identified as PA to enable their smooth return to school and to allow them to catch up on missing work 4. To review, again, the behaviour strategies and retrain staff in restorative behaviour strategies 5. To embed the rewards strategy for 2022-23 6. To review the whole school pastoral system linked to potential non-teaching HOY 7. To implement the punctuality strategy from Oct 2022 8. To review the impact of the new family support worker 9. To develop in house alternative provision and support 10. Develop materials linked to the All Saints Way and review the impact of this strategy

PERSONAL DEVELOPMENT – 2

Strengths

Personal development and welfare are good. A parent survey from June 2022 shows that vast majority of parents recognise that the school keeps their children safe, tackles bullying concerns, and values our children. Pupils are proud to be part of the All Saints community. Every opportunity is taken to ensure that the teachings of Christ and the Gospel values are at the centre of everything that we do. Acts of Collective Worship refer back to the Mission Statement and the Core Values as well as agreed imagery. Our common purpose, as a community, is regularly communicated unashamedly to our pupils so that the teachings are lived out day to day in school. We embody Catholic social teaching through our charitable work. Each term has a specific focus raising funds or collecting items for Catholic charities including Caritas, local foodbanks and Cafod. Acts of Charitable happen regularly in school and we have a regular programme of chosen charities whom we raise for including the local food bank, CAFOD and Caritas.

Our Catholic core values and the teachings of the church underpin everything that we do and are linked to our curriculum, teaching, and the wider development of the pupils. This was recognised by the vast majority of parents in a parent survey taken in June 2022. As a result, pupils have a clear view as to what is right and what is wrong. Pupils respect the school community as well as the wider community. They are clear as to their role in supporting each other and representing the school. This is now being embodied in the All Saints Way which was launched in September

From September 2021 we reverted back to the language of morning prayer, morning assembly and liturgical celebrations. Assemblies are an opportunity to embed Catholic teachings, Gospel values and wider world issues.

The denominational inspection report highlighted a number of strengths in the school with very few areas to work in linked to Catholic life and Catholic social teaching. We feel that this area is a real strength of the school.

Pupil leadership is a strength of the school and is adding capacity to sustaining rapid school improvement. The head pupils are selected by a democratic election process involving whole school hustings and voting as per real elections. Wider to the junior leadership team we have anti-bullying ambassadors and are introducing LGBTQ allies. focus relentlessly on listening to our pupils, developing their confidence to raise key concerns with us so that we are not complacent and continue to improve as a school. Our constant focus on school values allows pupils to confidently be themselves which includes developing their resilience and respect for themselves and one another. The school has begun to develop an "Ambassador" community to develop pupil leadership across the school, which involved the above groups including STEM, Sport and CARITAS. Through the success of these, this will be expanded to more groups in 2022, led by teachers within the school. Pupils have been selected as leaders of these groups and will attend student council meetings to share the work they have been producing.

Bullying incidences of any type, which are rare, are challenged by staff and dealt with effectively. This is evident in pupil and parent voice. Pupils understand the impact of bullying on others including racist, disabilities and homophobic language. The school is creative in its approach to sanctions that not only seek to deter but educate pupils who are presenting behaviours that do not uphold our values. The school has launched a scheme of Student Leaders who are ambassadors to support pupils who are being bullied. Alongside this the leaders are working towards a Diana

Award. As a result, pupils are quick to report any issues to staff so that incidences are dealt with swiftly. The school was awarded the bronze award by the National Anti-Bullying Quality Mark in September 2019. Bullying statistics are regularly reported to the Governors at each FGM.

The support and guidance we give our pupils is innovative and allows those from disadvantaged background to perform in line with or better than other children. We have a significant group of young carers who receive innovative support from our pastoral team. This is so that they are able to balance their responsibilities as young carers with school and wider school experiences. The support we offer LAC pupils is another strength. We continue to work closely with all of the local authorities from whom we receive LAC children. LAC children do very well at our school. We have an excellent working relationship with the Tameside Virtual School.

Citizenship has been mapped and is taught as a discrete subject on the curriculum. PSHE has been mapped to run in conjunction with RSE, Science and Citizenship and also as standalone drop down days that take place throughout the academic year and focus on key topics that are relevant to the growth and development of our pupils.

RSE has been mapped to highlight specific areas where it is taught throughout the year. RSE is predominately taught in RE lessons however, aspects are also taught within the science and computing curriculum. A full curriculum map of RSE can be accessed on the School website in the curriculum area.

We have also put in place a response to the research on harmful Sexual Behaviours. We have adapted our training and CPD for staff accordingly and have made sure that pupils are also given lessons on this area.

Extra Curricula

The extra curricula provision of the school has both fully returned and considerably blossomed post Covid. Performing Arts and Sports are strongly represented as is Art. STEM activities are also growing in numbers and popularity. This remains a consistent area of development for the school.

Careers and CIAG

CEIAG (including NEET figures) Currently the school is above national average on the Gatsby Bench marks, work is still needed to be done on benchmark 6 Experience of workplaces. This is being addressed by the careers lead creating a workplace safari which will allow some pupils to gain experience of workplaces. Each department has a Careers lead and ensures that careers are embedded within the subjects curriculum throughout the year. NEET figures for academic year 2021 2022 will be published in November 2022.

Key stage 4 school summary

Key stage 4 2019/20 leavers – destination measures (activity in the year following key stage 4 completion)

	Number	Percentage
Number of pupils	123	
Pupils staying in education for at least two terms after key stage 4	102	83%
Further education college or other further education provider	51	41%
School sixth form - state funded	3	2%
Sixth-form college - state funded	48	39%
Other education destinations	0	0%
Pupils staying in apprenticeships for at least six months	5	4%
Pupils in education or apprenticeships which were not sustained for two terms	12	10%
Pupils not captured in education or apprenticeships (destination unknown or in employment)	4	3%

DfE data published November 2022

The national average for NEET is 6.4%

The national average for 16-17 year olds participating in education or apprenticeships is 81.2% (DfE figures as of end 2020)

The school promotes an inclusive environment which we feel meets the needs of all pupils. Our staff have been trained on the implementation of the Equalities Act so that all staff and pupils are respected regardless of their age, disability, gender, status, race, religion, beliefs, sex or sexual orientation. Staff are also given regular training linked to SEND and Safeguarding/ Child Protection. We are a school where every pupil feels safe, valued and welcomed for who they are. Our school lives out our core values and the teachings of the Gospel every day as well as promoting the core British values. The SMSC dimension is embedded throughout the college but also demonstrated in the day to day interactions of the community. SMSC will be reviewed in 2022-23 and mapped across the whole school. The community works together to help and support each other.

	<p>We have an extensive Duke of Edinburgh programme with the largest uptake in Tameside local authority. Our school has been the focus of DFE national marketing and literature as a result of our exceptional work in building up a programme that provides high quality wider development for our pupils.</p> <p>Evidence to support judgements:</p> <ul style="list-style-type: none"> • All Saints has an extremely comprehensive transition package to ensure pupils feel confident and happy here from the very first day. • Parent and pupil surveys show pupils feel safe and demonstrate the improved behaviour in school. • We have a careers advisor who offers impartial advice. We organise careers fairs and colleges are invited to come in and speak to our pupils. • PSHE days and evidence of pupil work • RSE map and evidence of pupil work • Assembly programme – which include Catholic values, British Values and references to the minority groups • SMSC work and statements • Duke of Edinburgh evidence • Citizenship is now discrete subject within the curriculum • The programme of Rewards linked to the school values
<p>Areas for development</p>	<ul style="list-style-type: none"> • Revisit to utilise ‘Helping you help your child’ coffee mornings for parents in order to increase the level of communication with hard to reach families • Reinforce and review the message of the All Saints Way and continue to embed at all opportunities with publicity around school. • Continue to grow junior leadership across all year groups and regularly report back to SLT • Continue to develop staff confidence in Catholic teachings linked to the liturgical cycle of the Catholic church • Look at development of mental health provision in house – linked to Tameside offers • Further develop links with Tameside secondary schools to embed cross school behavioural strategies • Embed, review, map and develop the RSE resources • Use pupil voice to review the RSE provision • Launch citizenship as a bespoke subject • Develop opportunities to ensure the voice of minority groups are heard • Review opportunities to celebrate key events in the calendar ie. Black History Month, Pride Month • Review the whole ‘hidden’ curriculum, and map SMSC, to ensure that equality, British Values and the core values are taught • Regularly review our response to the research on harmful sexual behaviours • Review the RSE provision and make sure it matches pupil’s needs

	<ul style="list-style-type: none"> • Review the school day and look at possibility to extend to 32.5 hours in line with DfE expectations
<p>Next steps</p>	<ol style="list-style-type: none"> 1. Train more anti bullying ambassadors to continue the work from achieving the Diana Award 2. Review the impact of the Anti-Bullying Ambassadors and raise their profile around school 3. Continue the programme of safeguarding and SEND training for all staff, to empower their ability to support pupils 4. Continue to find and embed opportunities that continue to strengthen staff awareness regarding mental health and wellbeing 5. To continue to highlight who the LAC and Young Carer pupils are and to support staff with strategies in how to help these pupils. 6. Calendarize key events to celebrate in the assembly programme 7. Map the SMSC provision across the school 8. Review the RSE provision across the school based on pupil input 9. Review and develop the careers input to include work experience 10. Review and develop our response to the research on harmful sexual behaviours

LEADERSHIP AND MANAGEMENT – 2

Strengths

A new leadership team was formed in September 2021 and they have become truly embedded in this initial year facing a number of significant challenges. All roles have been developed and carefully mapped and are based on the strengths of the team. These are reviewed each year, in discussion with the SLT so that members can try new areas or can move away from areas that they feel they cannot meet. The effectiveness of leadership and management is good at all levels. In the full Ofsted inspection of July 2018 the leadership of the school was described as a strength. It described the moral purpose of the leadership team, and the enthusiastic way they have worked to improve the school and drive up standards. The new appointments to the leadership team were chosen with that moral purpose, and the drive to improve the school specifically in mind. This was mirrored in the DI report of October 2021 stated 'The newly formed Senior Leadership Team are excited about the opportunity they have to continue to improve the college and offer their pupils the opportunities, resources and facilities they need to become the person God is calling them to be.' The new leadership team have very much been appointed due to the fact that they represent these core values and their skill set has enhanced the SLT. The determination of the leadership team was evident in the work completed by the school during and after the pandemic which has ensured the continued growth of the school. Self-evaluation is extremely robust and accurate. The leadership team knows the staff well. There is a determination by the leadership team to ensure that they maintain, what was described in the Ofsted report of 2018, as a 'happy learning community'. From September 2022 the SLT will embrace the Neil Jurd Leaders Connect course and will have 1:1 leadership mentoring. We have also engaged our own SIP, Alison Burrowes who led the denominational inspection. She has worked with leaders in 2021-22 to develop key areas of the school.

Parent Feedback

At least twice a year we engage with parents and seek their feedback in how to improve the school. This feedback does form part of the school development and allows us to be responsive to our parent's and wider community needs. Parents are very honest and highlight concerns as well as giving us praise.

The results below are from the November 2022 Parental Feedback:

Question	Percentage of parents who strongly agreed/disagreed
Catholic Life: By this we mean the opportunities the school provides for pupils to celebrate their faith through prayer, a variety of religious celebrations and their responses to those in need. My child is encouraged to feel a sense of belonging to the school, parish, wider community	98
The school has a caring ethos where my child is cared for and valued	94
My child feels safe at school	97
Issues of bullying are taken care of quickly and effectively	94
The school helps my child to achieve his or her potential.	94
The school promotes high standards of behaviour based on their core values	94
The school welcomes the views of parents and takes account of feedback.	94
My child enjoys coming to school	89
The school provides a high quality curriculum which engages my child and promotes high standards.	95
The school keeps me well informed about the content of the whole school curriculum	75
The school informs me of the progress my child is making within their education	83
The school has high expectations for my child	94
My child can take part in clubs and activities at this school	100

Two areas consistently stood out from the survey. The majority of praise was for the pastoral care the school offers for our children and how well we know those that are in our care. The second was the need for a communication system that gives parents more regular feedback. This would be a system like class charts. This is now a development aim for the school and should be introduced by Easter 2023. Any parent who raised a significant concern was contacted by a member of the SLT for feedback.

Staff Survey

As part of staff well being a survey is also conducted twice a year to ascertain the feelings of staff and make sure that we are acknowledging any concerns. The survey goes out to both teachers and non-teachers.

The results of the November 2022 Survey:

Question	Percentage who Strongly Agree or Agree
I am proud to be a member of All Saints staff	100
The school is well led and managed at all levels	100
Our school has a climate in which staff are trusted to take risks and be innovative in their role	98
As a school we are highly focused on improving the quality of teaching and learning	100
As a school we are using the science of learning strategies across my department to improve teaching and learning	100
As a school we regularly revisit the science of learning at CPD to build my knowledge of this area?	100
Pastoral Support and pupil welfare is a strength of the school	100
Safeguarding is a strength of the school	98
I understand my responsibilities about Safeguarding and know how to escalate a concern	100
There is a culture of safeguarding at the school	100
Pupils are happy at All Saints	100
I feel that All Saints tries its best to meet the needs of individual pupils	98
I believe that the school does all that it can to support pupils	100
The school attempts to challenge all pupils to achieve to the best of their abilities	100
I feel supported in my day to day work	98
My welfare and wellbeing is looked after at All Saints	98
I know who I can go to if I have a concern or personal issue	100
I feel confident to discuss my concerns or raise a concern with that person and that I will be treated appropriately as a result	100
I enjoy working at the school	100

Any areas of concern raised do lead to a meeting with the headteacher so that any additional support can be put into place.

Whole school development

As a school we are responsive to change and do put in place strategies when we perceive an area of development. Our SIP partner is a regular visitor to the school and works with the SLT and middle leaders to support with our growth. We have also engaged two pieces of root and branch reviews. The first was for SEND in January 2022 – which led to our CPD focus for 2022-23. In November 2022 we undertook a safeguarding review.

Coaching and Staff Development:

The coaching programme has continued to have significant impact on the quality of teaching and learning. Use the 6 Step Coaching model and promote the use of the Science of Learning through this and whole school CPD time. The Teacher Coaches held positions in maths, Art/Performing Arts, RE and English. These roles are temporary and staff are asked to re-apply for the positions at the end of each academic year. Subject leaders have been informed that Teacher Coaches are available to support them with staff who may need it. The coaching programme in 2021-2022 ensured that all new teaching staff, and around 30% of existing teaching staff received at least one cycle of weekly intensive coaching. This meant that a coach observed lessons and gave specific and actionable feedback in order to improve teaching quality. This will be expanding to all staff, including middle and senior leaders. Good practice will be shared with all staff during briefing time.

The school has implemented a programme of department reviews so that each department area can develop their own improvement plan to improve the teaching and learning of the department. High stakes observations are no longer utilised neither are mini Ofsted or 'mocksteds'. Subject Leaders work with the senior team, and the coaches to review all departments and to pinpoint areas of good practice as well as development points for that academic year. They are initiated with the HOD and are worked on together so that there is a shared end goal of improvement. These are linked with the department development plans, which match the targets from the SIP, to ensure continued development of departments.

The programme of department reviews for 2022-23 is:

Date window	Subjects	Evidence
Mon 5 th Sept – Thurs 20 th Oct	<ul style="list-style-type: none"> English Technology 	<ul style="list-style-type: none"> Curriculum intent review Learning Walks with SLT and Subject leader Pupil Voice Staff Voice Work scrutiny (response to feedback)
Mon 31 st Oct – Fri 16 th Dec	<ul style="list-style-type: none"> Science Humanities 	
Tues 3 rd Jan – Fri 17 th Feb	<ul style="list-style-type: none"> Maths Performing Arts 	
Mon 27 th Feb – Thurs 6 th Apr	<ul style="list-style-type: none"> MFL Computing 	
Mon 24 th Apr – Fri 26 th May	<ul style="list-style-type: none"> RE/RSE PE 	
Mon 5 th June – Thurs 20 th July	<ul style="list-style-type: none"> Art Citizenship 	

All departments have revisited their Development Plans throughout the year. These have been a starting point for all subject reviews and an agenda item in line management meetings between senior leader and the departments they support. The purpose of this, has been to focus decisions made, ensuring that they are consistently focused on the constant improvement of the school and specific outcomes in relation to the SIP, in every subject area. At the start of the new academic year, these plans are revaluated by subject leaders in their post examination evaluation meeting, where new priorities, driven by pupil performance, are decided and implemented the following year. The development plans are reviewed at the Exam Results review meetings between HoDs, the Headteacher and Deputy Head.

The staff CPD programme for 2022-2023:

The staff CPD programme for 2022-23 will be based on a differentiated system. New staff will receive training to catch them up to existing staff on Teaching and Learning techniques and the school ethos.

SoL Theory	New Staff/ECT	Option 1	Option 2
Modelling	I-We-You	Developing independence during "you".	TBC (if necessary)
SEND	SEND	Strategies in the classroom.	Curriculum Planning- SEND Subject Leaders.
Assessment	Whole Class Feedback. ALL.		
Checking for understanding	Hinge Questions.	Reflective teaching (checking for understanding).	TBC (if necessary)
Assessment	Checkpoint Quizzing.	Involve everyone.	TBC (if necessary)
All	Review and next steps. ALL		

New staff training (2022-2023)

New Staff CPD, Early Careers Teachers and Teach First

Tuesday	Staff lead	Content	Teaching standard	ECT Specific
WB 5th Sept		Inset Days		
13th Sept	DBI	Safeguarding INSET: Reflection & Impact Network	7	Introduction to maintaining evidence and tracking progress
20th Sept	COACHES	<ul style="list-style-type: none"> • Modelling. I-We-You. • Hinge Questions 	2	
27th Sept		Reflection & Impact Network		
4th Oct	ABA	SEND and Use of TAs	5, 8c	ECT mentor observation deadline
11th Oct		Reflection & Impact Network		
9th Oct	Well-being week			
1st Nov	JDE	Whole class feedback	4	
8th Nov		Reflection & Impact Network		
15th Nov	COACHES	Scaffolding & Support	4	ECT Joint observations this week
22nd Nov		Reflection & Impact Network		ECT and Mentor evidence review meetings
29th Nov		ECT Evidence catch up		Mentor and Induction tutor Progress meetings
6th Dec	PBU	Involve everyone	1, 2, 5	Progress tracker and evidence deadline
13th Dec	Well-being week			
3rd Jan	COACHES	Checkpoint quizzing	4, 6	
10th Jan		Reflection & Impact Network		
17th Jan	MTA Diocese	Catholic Life	8	
24th Jan		Reflection & Impact Network		
31st Jan	CCL	Behaviour and rewards	1, 2, 7	ECT mentor observation deadline
7th Feb		Reflection & Impact Network		
14th Feb	Well-being week			

28th Feb	DBI	Classroom management	1, 2, 7	ECT Joint observations
7th Mar		Reflection & Impact Network		ECT and Mentor evidence review meetings
14th Mar		ECT Evidence catch up		Mentor and Induction tutor Progress meetings
21st Mar	NGI	Reading strategies	2, 3	Progress tracker and evidence deadline
28th Mar		Reflection & Impact Network		
4th Apr	Well-being week			
25th Apr	SAR	Literacy	2, 3	
2nd May		Reflection & Impact Network		
9th May	PKE	Numeracy	2, 3	ECT mentor observation deadline
16th May		Reflection and impact		
23rd May	Well-being week			
6th June	HOYs	Role of the Form Tutor	1, 2	ECT Joint observations
13th June		Reflection & Impact Network		ECT and Mentor evidence review meetings
20th June		ECT Evidence catch up		Mentor and Induction tutor Progress meetings
27th June	JDE	Using research to improve pedagogy (Walkthrus)	3	Progress tracker and evidence deadline
4th July		Reflection & Impact Network		
11th July				
18th July	Well-being week			

The CPD programme for 2021-22 was :

Dates	Focus	Duration
15 th September	Revisit science of Learning RE English Subject specific CPD Learning environment/displays	30 minutes 1 hour
20 th October TL revision strategies	Revision strategies Teaching strategies (I we you, checkpoint marking, Hinge questions)	1 hour
8 th December – Twilight moderation	Moderation of year 11 assessments	1 hour
12 th January	Department CPD RE and English present subject specific approaches to CPD. Departments decide their area of research in line with development plan.	1 hours
9 th March –	Revisit Key principles: 1. Principle 1 – People can only consciously attend to a handful of stimuli at a time Research: Mayer Teaching strategies (I we you, checkpoint marking, Hinge questions)	1.5 hours
6 th April	2. Principle 2 – Working memory is limited Research: Cognitive Load Practice Teaching strategies (I we you, checkpoint marking, Hinge questions)	1 hour
18 th May	3. Principle 3a – Memory is the residue of thought Willingham, D. (2008). What Will Improve a Student's Memory? Teaching strategies (I we you, checkpoint marking, Hinge questions)	1 hour
15 th June	Restorative justice	1 hour
23 rd June	Moderation and marking of year 10 Mock examinations	1 hour
13 th July	Learning environment/ displays	1 hour

Governance:

The governing body continues to be an uncompromising area of support in their ambition for All Saints Catholic College. Over the past number of years governance has continued to be robust and there is significant support and challenge across a range of governance activities. MAT Directors meet regularly and continue to be highly engaged with the school through link governors monitoring of our SIP, and their presence at regular pastoral related panels. In January 2023 the St Anselms Multi Academy trust will cease to be and the school will join with the Corpus Christi MAT. The current Governance of the school continues to have an accurate picture of the quality of education in the school and is providing significant challenge and accountability to the school, particularly relating to the progress being made on the impact of the school improvement plan and pupil progress (see governors' minutes and monitoring reports). The senior leadership team provide an in depth report for Governors for all LGB meetings and for the T and L committee meeting. This provides the Governors with information on the quality of teaching, behaviour and welfare (including attendance), staffing, and the Catholic life of the school. They are given a thorough review of the strategic developments of the school. Governors and Directors will conduct school visits to monitor the impact of the school improvement plan and provide challenge and support to middle and senior leaders (see reports from visits). The Governors know the school very well.

The leadership team conducts a regular staff survey (currently twice a year) and discusses the findings with Governors at Committee level and full Governors (as appropriate). Feedback is on the whole regularly positive but the leadership team responds to concerns raised. This feedback proforma has been developed so that we can gain greater insight into staff responses and so that staff can give lengthier answers. Staff have also been consulted on the vision for the school so that there is a collective ownership and agreement on how we will get from 'good to great'.

Leadership:

Leaders both at senior and middle level continue to set high expectations for pupils and staff. The leadership team has empowered middle leaders to apply the same exacting standards and extremely high expectations and continue to support them with their work. Staff and pupils respect each other and are courteous to each other. As a result, middle leaders' morale is high and there has been a significant increase in the capacity to rapidly improve the school to a good judgement. Staff are continuing to work together strengthen the mission across the school, in all lessons and throughout the day to day language we use with each other. Staff voice is positive and parental voice is increasing in positivity on an ongoing basis (see surveys). Staffing is stable. When staff do leave an exit interview is conducted and it is clear that staff are always reluctant to move on from All Saints and would stay if the opportunity arose.

The Headteacher regularly meets with school and local trade union/professional organisation representatives to ensure feedback is regularly given and any concerns can be raised and hastily answered. This continues to allow for a positive working relationship we are commended for our working practices and the support we offer our teaching staff.

We continue to have an 'open door' policy and regularly ask staff to feedback. There is a culture of openness and honesty in the school and staff feel that they can raise issues and that they will be listened to.

The well being of staff remains paramount. Each term ends with a well being week, where there are no meetings (where possible). We also discuss the impact of all initiatives on staff well being and the impact it would have on the ability to complete their work.

Subject leader briefings take place weekly where key priorities for the Quality of Education are shared. This year we have streamlined our assessment model further creating a shared approach to assessment in both Key Stages. Subject leaders have created themes of assessment which are informed by the National Curriculum at KS3 and subject specifications at KS4. At KS3 leaders have carefully mapped the assessment within their curriculum so that it revisits key concepts and diagnoses gaps in pupils' knowledge. The KS3 curriculum and assessments build on the previous year strengthening the pupils understanding of key concepts in each area. Subject leader briefings have been integral to this ongoing development and shared vision of our curriculum and assessment which has been planned with imagination and enthusiasm by leaders in each subject area.

Leadership training continues through a number of different providers. The impact of this is that these middle leaders are confident with the leadership of their departments and monitoring the impact of their work on pupil outcomes. Middle leaders are sustaining high quality provision across the school. The impact of this is evident on the drive to improve provision that comes from all staff members. Staff value their professional development and pupils state that teaching is improving and having a positive impact on their learning and progress. The development of the middle leadership team means we have strengthened leadership at all levels and can bring about swiftly the necessary improvements in the quality of teaching and pupils' progress and behaviour in classrooms and around the school. The impact of all this work is evidenced in the significant improvement of attainment over the last 4 years, along with the strong progress pupils make that are currently in the school.

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

Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement. There is opportunity to study triple or combined sciences and a wide selection of open subjects are offered including expressive arts subjects, technology subjects, physical education and IT based subjects. Our curriculum is designed to enable large numbers of pupils to choose creative subjects because we create the time and flexibility to study them up to 16 years old. But the curriculum is under regular review. The SIP shows the points over the next 3 years when the curriculum offer will be reviewed and additional courses will be, potentially, offered.

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

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

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

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

The prayer life of the school has been embedded and each day starts with an act of morning prayer. Increasingly, pupils are developing and leading their own acts of prayer during form times. The second in RE works as Chaplain and has ensured that the liturgical life of the College has grown. We have attempted to have retreats for all year groups. Covid has had an impact on this work but we have ensured that it has not impacted on the religious life of the school which we have continued to grow. Liturgical events and acts of assembly and collective prayer continued remotely during periods of lockdown. We will continue to have mass for Years 7 and 8 at St Mary's chapel (when permissible) and are looking at opportunities to increase the amount of times the pupils visit our local place of Catholic Worship. Assembly is embedded for all year groups and is of a high standard. SMSC is evident across the school in all areas of the College life. Pupils regularly talk of our school as a community or family and are well versed in our core values, which the vast majority exemplify every day. Images of Christ and links to the words of Pope Francis, as well as a group of Saints, are evident throughout the College. We now have calendared acts of Catholic worship for all year groups throughout the academic year. We have used the names of 6 saints for our forms. A full chaplaincy plan is created for each academic year. The impact of this work was noted in the Denominational Inspection of October 2021 when we were graded good in all areas. We follow the Bishops' Directive on the 10% of teaching time being given to RE (in fact more is given) and we have acted on all areas of improvement from the previous inspection. Since 2016 the religious life of the school has grown considerable.

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

Safeguarding is effective. The single central record is always up to date. All teaching and support staff employed at All Saints have undertaken Prevent training, and the child protection policy has been revised to include radicalisation, FGM/CSE training and sexual abuse and harassment.

Staff regularly receive training on all aspects of safeguarding these have included Child on Child abuse (previously called Peer on Peer abuse), sexting, mental health, indirect and direct disclosures, sexual harassment, how to tackle sexism in schools, online safety, Female Genital Mutilation, County Lines, Child Criminal Exploitation, Child Sexual Exploitation, signs of abuse and domestic violence. Throughout the year training is delivered to address the specific concerns of pupils safety Nationally, locally and within the school environment. The training is responsive to national changes and developing areas of focus ie Harmful sexual behaviours

	<p>Staff have annual safeguarding training as well as half termly updates. The DSL is fully trained have attended all training required . All non-teaching staff have been trained in safeguarding procedures.</p> <p>The school is also working with various agencies develop respect and tolerance for pupils from different backgrounds and to prevent any discriminatory behaviour.</p> <p>Our school is a safe place to teach and learn. Personal development and welfare are outstanding. All staff have received safeguarding training and we ensure that training is complete for new starters within five working days. We work effectively with several external partners to support pupils at risk. High quality pastoral staff respond well any prevalent issues within the community.</p> <p>Evidence to support judgements:</p> <ul style="list-style-type: none"> • Pupil admission numbers and 1st choice selections 2021, and 2022 including a high number of appeals • Ofsted monitoring visits and section 5 report (see reports file) • Section 48 inspection (see reports file) and DSEF documents • Attendance has improved from below average to above the national average. • Behaviour is good. FTEs are below the Tameside average, P Exs are within Tameside norms. IEB referrals and the use of the ‘On Call’ system remain at similar levels to previous years(see behaviour file, governors’ reports, parental feedback). • Safeguarding training log • Pupil and parent voice is regularly positive • The quality of teaching continues to improve and is good or better across the school (see monitoring documents) • The school is fully staffed. Staffing stability of staff is very high • A strong congruity between internal judgments and external reviews indicate accurate self-evaluation. Development planning both long and short term has led to continual improvement. The school actively seeks views from parents, staff and pupils to inform planning. • Performance appraisals systems are robust, and no teacher can progress up the pay spine without demonstrating impact across a range of areas related directly to the school development priorities. • Pupil leadership is growing and reflects the current needs and diversity of the school community • Parent voice is positive on internal surveys and social media.
<p>Areas for development</p>	<ul style="list-style-type: none"> • We still have improvements to make in some subject areas but all have a clear development plan in place. • Ensure the ECTs and Teach First candidates are given appropriate training to develop in the profession • To embed an annual review of the curriculum so it continues to be broad and balanced and offers all of the courses that meet our pupil’s needs

	<ul style="list-style-type: none"> • Continue to train and retain our next senior and middle leaders. • Review current and future opportunities for pupil leadership • Continue to drive forward outcomes and develop catch up strategies that best suit the needs of the pupils • Continue to increase the level of safeguarding training for all staff including key issues (ie harmful sexualised behaviours) • Further reduce FTEs below national levels, continue to reduce Permanent Exclusions to below Tameside levels and try to bring them below National Levels • Increase attendance to be well above Tameside and national averages – especially for PP pupils • Be a key driver in working with Tameside LA in improving their safeguarding, behavioural and SEND procedures.
<p>Next steps</p>	<ul style="list-style-type: none"> • Review the development plans in all subjects to continue drive improvement • Develop more reward strategies for pupils • Continue to embed the All Saints way • Review the Pastoral system and develop the number of PSOs in line with the expansion of the school 2022-24 • Maintain and grow links with Tameside Authority • To review all Alternative Provision Strategies and links with the TPRS • To implement internal alternative provision

OVERALL EFFECTIVENESS – 2

Strengths

The overall effectiveness of the school is currently good. This is due to continued rapid improvement in outcomes and progress over time which demonstrates that the school is both overcoming historic weaknesses in provision but also embedding highly effective pedagogical practices. The progress of current pupils is strong and there is highly effective leadership at all levels.

The overall aim though is to go from Good to Great, and this vision has been shared with all staff and Governors

Impact of Covid

The current progress pupils make across the school is securely good and we have made sure that we reacted well to any periods of self isolation or lockdown with remote learning and online lessons. The results from the current Year 11 cohort, for August 2022, were the litmus test for this and the significance of the Covid pandemic did have some impact here. Attendance for pupils in Year 11 was significantly hit for Terms 1-3 of the academic year. Staff absence was also hit. That notwithstanding we were pleased with the results in 2022 but recognise that further improvement is necessary.

The wider school

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

Our overall vision of 'Be Inspired. Be Excellent. Succeed' is embedded across the school and in all we do. We retain our focus on excellence for all pupils, regardless of background. This is at the heart of what we do. This continues to be used by all staff and pupils and is highly visible around the schools, in daily language and in lessons. We have focused again on our mission and values and how they relate to high aspirations in order to enable pupils to use their God-given gifts and talents to the full. Staffing is stable. Staff morale is very high. Exit

interviews of staff indicate this. Training opportunities outside of school are growing and we still attempt to access links through local and national agencies. Developing those links remains a priority in 20220-23. The school continues to engage with Teach First to appoint into shortage subjects. These strategies are in place so that the future leadership of the school is secure through succession planning.

Senior and middle leadership continue to strengthen so that school improvement has the capacity to be sustained in the long term.

Behaviour is good and continues to improve significantly and pupils have developed a firm belief that leaders and teachers support them fully in changing their lives for the better. There is a strong sense of community and family within the school as shown by the extensive and highly positive pupil and parent voice. Behaviour is becoming self-regulated by the pupils. Teachers and pupils are becoming increasingly confident in taking risks in teaching and learning in lessons. Teaching, learning and assessment are now good and improving all the time. We have embraced the pedagogical methodology linked to the science of learning research and that is being embedded across the school. The Internal Exclusion Base continues to be successful in reducing external exclusions, therefore keeping more vulnerable pupils in school. Behaviour is good in lessons. Behaviour is good during breaks and lunchtimes. A continued focus on setting high standards of behaviour and movement happens regularly so that school is calm and purposeful. Effective parental links have been established and parent feedback, including on Parent View, has improved significantly and the school is open to feedback on how it can improve. This is evidenced in comparative in school and parent view records.

Safeguarding is effective. Staff received annual training in safeguarding and then throughout the year CPD in particular safeguarding matters.

Our Catholic ethos is the key driver of everything we do and is at the centre of our school improvement plan. Staff have received training on prayer life and how to bring the teachings of the Gospel into everyday school life. We have a strong Liturgical cycle and Mass is held regularly by our Parish Priest. Pupils and staff reflect regularly as to how they are in the service of others.

EVIDENCE TO SUPPORT SUMMARY EVALUATION

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

Ofsted inspection report:	https://www.allsaintscatholiccollege.com/application/files/4615/4226/9825/ASCC-Ofsted-Final-2018.pdf https://allsaintscatholiccollege.com/application/files/7016/3766/4358/23.11.21_Denominational_Inspection_Report.pdf
Quality of education: 2	GCSE Results 2022 https://allsaintscatholiccollege.com/about-us/examinations-results
Behaviour and attitudes: 2	
Personal development: 2	https://allsaintscatholiccollege.com/parents/extra-curricular
Leadership and management: 2	
Overall effectiveness: 2	