

# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
and  
The Catholic Life of the School



**School:** All Saints Roman Catholic School

**Address:** Mill Mount,  
YORK  
YO24 1BJ

**URN:** 121720

**Head Teacher:** Mr W Scriven

**Chair:** Mr P Cannings

**Date:** 28-29<sup>th</sup> April 2016

**Inspector:** Mrs M Baines  
**Co-Inspector:** Miss M Mollicone

**Date & Grade of Last Inspection:** 18/19<sup>th</sup> May 2011 Grade: 2

**Overall Grade for this Inspection:** Grade: 1

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough  
TS5 6QT

## **INTRODUCTION**

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum RE (RE). This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

### **What Inspection Grades mean**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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## **INFORMATION ABOUT THE SCHOOL**

All Saints RC School is a Catholic school in the Diocese of Middlesbrough. It serves the parishes of York and towns and villages within a 25 mile radius. The school is situated on two sites which are some distance apart. The Bar Convent Site, Nunnery Lane serves Years 7-9 and the Mill Mount Site serves Years 10 – 13 though Years 12 and 13 move between both sites. The Bar Convent and the Sisters have had a long association with the school. The staff and pupils are proud to be associated with the order and the school makes regular use of the chapel which connects the school and convent. All Saints is a non-selective school with a very good reputation locally.

## **INFORMATION ABOUT THE INSPECTION**

**This Denominational Inspection was carried out on 28<sup>th</sup> -29<sup>th</sup> April 2016**

**Inspectors: Mrs M Baines - Lead Inspector**

**Miss M Mollicone -Team Inspector**

**Pupil Catchment:**

Number of pupils on roll: 1,319 (Yr. 7-11 896 Yr. 12&13 423)

Planned Admission Number of Pupils: 178

Percentage of pupils baptised RC: 63.4%

Percentage of pupils from other Christian Denominations: 2.3%

Percentage of pupils from other World Faiths: 27.6%

Percentage of pupils with no religious affiliation: 6.7%

Percentage of pupils with special needs: 7.8%

**Teaching Staff:**

Full-time Teachers: 53

Part-time Teachers: 40

Percentage of Catholic Teachers: 37.6%

**Support Staff:**

Full-time Classroom Support Staff: 1

Part-time Classroom Support Staff: 33

Percentage of Catholic Classroom Support Staff: 17.6%

Percentage of teachers with CCRS: 6.5%

**Percentage of learning time given to R.E:****Key Stage 3: 10%**

Yr. 7 12%

Yr. 8 10%

Yr. 9 8%

**Key Stage 4: 10%**

Yr. 10 12%

Yr. 11 8%

**Key Stage 5: 5%**

Yr. 12 5%

Yr. 13 5%

**Parishes served by the School:**

St. Aelred, York

St. George, York

Sacred Heart, Thirsk

All Saints, Thirsk

Our Lady & St. Benedict, Ampleforth

English Martyrs, York

St. Wilfrid, York

St. Margaret Clitherow, York

Ss. Leonard & Mary, Malton

Our Lady, York

St. Paulinus, York

St. Joseph, Tadcaster

St. John, Easingwold

Our Lady, Mkt Weighton

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

All Saints is an outstanding Catholic school. Excellent relationships exist between staff and pupils. These strong relationships facilitate the growth of the individual and of the whole. Behaviour of pupils is outstanding across the key stages. Pupils recognise and appreciate that staff work hard and they trust them to guide them on their educational and spiritual journey. The school's ethos statement underpins the life and work of the school:

*"All Saints is a Roman Catholic School, guided by the teachings, traditions, spirituality and sacraments of the Catholic Church and is committed to Christian Gospel values. We look to Christ for leadership and inspiration and our school community is characterised by His example of love and service."*

The head and senior leaders work extremely well together as a team. Their collective commitment to the ethos of the school ensures that Christ and Gospel values really are at the heart of life at All Saints. Senior leaders are aware of and are justifiably proud of the school's recent academic successes and broad involvement with local parishes and the Diocese. Since the Interim Visit of February 2015 they have implemented the recommendations and made marking and feedback in RE (Religious Education) a priority. Evidence that this is happening was found in pupils' work books and in departmental meeting minutes. Pupils confirmed that their work is marked and that feedback about targets and progress is given.

Governors, staff and parents are represented on the Catholic Life Committee. This body monitors the Catholic life of the school ensuring that the religious identity of the school is always central to its work.

The leadership of the head teacher is outstanding. The governors support and monitor rigorously the Catholic life of the school and the outcomes for pupils. Pastoral care is excellent and chaplaincy work is outstanding. A development programme is now in place and is an intrinsic part of the larger Strategic Development Plan. The Chaplaincy Co-ordinator works closely with all staff and pupils so the opportunity for involvement at different levels is given to all, and this opportunity is taken by many. A plan to formalise the structure of the Chaplaincy Team and disseminate information across the split site is in place. The Retreat Programme is extremely well planned. The school is outstanding at promoting and achieving community cohesion and the quality of provision for collective and personal worship is excellent. Standards in RE are outstanding, as is the quality of teaching and learning.

The school meets all statutory obligations in its provision of RE for all pupils

The strategic direction of the school has been extremely well articulated and shared by the head teacher. The school has an excellent capacity to improve even further.

## **What the school needs to do to improve further:**

What steps need to be taken to improve further?

1. Further develop the school's assessment programme, to ensure an effective transition to a method which serves students and parents in the changing national situation and is in line with the Levels of Attainment set by the Bishops' Conference.
2. Embed the extensive work already done on marking and feedback.
3. Display Chaplaincy information on both sites.

## 2. PUPILS

### **How good outcomes are for pupils, taking into account variations between groups.**

The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. Pupils are strongly aware of the Catholic character of their school. The Chaplaincy Co-ordinator, Head of RE and PSHCE [Personal, Social Health and Citizenship Education] plan together for 'collapsed curriculum days' so that retreats and reflective sessions happen. This summer Year 7 will go to Mount Grace Priory, Key Stage 4 and 5 pupils will attend the annual Diocesan Pilgrimage to Lourdes and Rome. There will also be a fact finding trip to Auschwitz for Year 12 pupils in May. They will report their findings back in the new school year.

Examples of pupils' contribution to Catholic life and the ways in which they benefit from it were found in the Design Technology department where pupils were encouraged to think of the needs of others and ethical consumerism when designing. Religious artefacts and a stained glass window are currently being constructed. Contributions from a wide range of subjects promoted the Catholic character of the school and confirmed pupil appreciation of this core aspect of their experience of life at All Saints.

The Catholic character of the school pervades the whole curriculum. Evidence was given of the recent Science week which started each day with a Science Assembly. The assembly had a strong moral theme. The pupils were encouraged to reflect and to contemplate and showed reverence throughout. The Science Department helps to deliver the Diocesan Relationship and Sex Education [RSE] programme. Both Science and RE staff are present and available for discussion during RSE lessons, demonstrating to pupils the integrated approach to life offered by a Catholic vision.

Pupils demonstrate a genuine enjoyment in RE and many regard it as one of their most important subjects. This is demonstrated through excellent behaviour for learning and a mutual respect for their teachers and peers. Pupils work well in lessons and have an understanding of how well they have done, what level they are working at, and what they need to do to improve.

Standards pupils achieve in RE are consistently very high; attainment indicators in each key stage are above average and progress is at least good in each key stage and for some groups of learners, including Pupil Premium and those with a Special Educational Needs, it is very good at GCSE level. There is strong evidence that pupils are making good progress in RE lessons.

Of the 2015 GCSE cohort 83% achieved A\* - C and 44% achieved A\* - A. In Key Stage 5 the results are also consistently high, with 82% achieving A - C and 25% gaining A at A/S level in 2015. This gave a very good Advanced Level Performance System [ALPS] score of 4/5. Similarly, at A2 results have been excellent over time

and in 2015 91% achieved A\* - C with 35% gaining A\* - A grades. Many students go on to study Philosophy, Ethics or Theology at degree level.

Data suggests that progress in Key Stage 3 is very good. The RE department, as part of a school initiative, is in the process of changing the way progress is measured and reported to a new assessment method, to be known as 'Flight Paths'. Pupils' attitude to learning is excellent and is a factor which is monitored by academic and pastoral staff.

The content of the RE programme is excellent. The school has successfully addressed the key issues raised in the last inspection. Effective systems for consistent marking and written feedback have been established and continue to be piloted and monitored.

The quality of collective worship is excellent, both broad and effective. The Catholic Life Committee ensures collective worship is of a high quality. In form assemblies and periods of prayer, pupils are engaged and respect is evident. Pupils commented on how much they enjoy preparing for their form Mass and assemblies. In a lesson observed in which Year 8 pupils were preparing for their form Mass, the Chaplaincy Co-ordinator and class teacher encouraged personal contributions and each pupil had their own area for preparation. Pupils questioned in other year groups verified the existence of comparable opportunities for pupil planning. Governors attend liturgies and services. All assemblies observed were well planned, involved a large group of pupils, were thoughtful, reflective and had strong religious themes. The pupils are encouraged to think of others and a full liturgical programme was available. Pupils spoken to have an excellent understanding of the Church's liturgical year, feasts and seasons. Prayers are said in every classroom at the start of every day. The recent Science week started each day with a Science Assembly which had a strong moral theme. The pupils were encouraged to reflect and to contemplate. They show reverence throughout their assemblies.

<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic life of the school</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in RE</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well do pupils respond to and participate in the school's Collective Worship</li> </ul>	<b>1</b>

### 3. PROVISION

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#### How effective the provision is for Catholic education

The majority of teaching in RE is outstanding. There are 6 full time teachers and one part-time member of the RE department. They are all subject specialists. Teachers have very good subject knowledge and a clear understanding of how pupils learn. They are enthusiastic about their subject which promotes a sense of high expectation. In lessons they were observed skilfully questioning pupils and creating a climate where they can be reflective. A variety of resources are used very effectively to engage pupils in their learning. Positive relationships in the classroom between pupils and teachers and amongst the pupils foster a climate of high achievement where the vast majority of pupils are working at or above their expected level. Pupils commented that 'the teachers really care about us, they want us to do well and they notice when something is wrong'.

Three members of the RE department have key pastoral roles, which helps pupils to view RE as an important academic subject and greatly assists in developing good relationships with pupils. The Science Department helps to deliver the Diocesan Relationship and Sex Education (RSE) programme. Both Science and RE staff are present and available for discussion during RSE lessons.

The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales. Schemes of Work are detailed and good lesson planning successfully translates the schemes into meaningful learning experiences for all pupils. At Key Stage 3, pupils follow an innovative programme based on the Curriculum Directory with effective schemes of work and good shared resources. At KS4 the curriculum is differentiated to suit the varying needs of pupils. Philosophy and Ethics are studied at A level. All those not studying A level have Core RE one hour a week and the Schemes of Work are based on the Curriculum Directory and cover the four broad areas: Revelation; The Church; Celebration and Life in Christ. Topics include: an Introduction to World Religions; How free are our moral decisions?; Religious Art and Philosophy.

Teaching in KS4 and KS5 classes is clearly focused on supporting the students to achieve well in forthcoming examinations. The quality of marking is very good with clear targets for improvement being offered and evidence that pupils are responding to these. Work scrutiny is carried out at scheduled times throughout the year to which teachers respond well by giving high quality feedback that will result in increased progress.

The methodologies used by teaching staff are ideally suited to promoting pupils' learning through a wide range of carefully thought out activities and learning experiences, planning and reflection on their individual and collective needs.

• The quality of teaching and how purposeful learning is in RE	1
• The extent to which the RE curriculum promotes pupils' learning	1
• The quality of Collective Worship provided by the school	1
• The quality of provision for the Catholic life of the school	1

## 4. LEADERS, MANAGERS AND GOVERNORS

1

### **How effective leaders, managers and governors are in developing the Catholic life of the school**

Leadership and management at All Saints RC School are outstanding. The Head Teacher and Senior Leadership Team (SLT) set strong examples reflecting the school's ethos. The head is well respected and liked by staff and pupils. There are firm links with the sisters in the Bar Convent which the SLT and governors actively support. This helps to form the school's distinctive Catholic identity. Governors are highly experienced and totally committed to their roles. They play a key part on the 'Catholic Life Committee' which monitors effectiveness of assemblies and liturgies. Many attend liturgies and services throughout the school year. Oversight of pastoral care of the pupils is excellent. Pupils spoken to referred to systems set up to offer them peer group support. For example, the Year 9 pupils who make themselves available to Year 7 and 8 pupils during break and lunch time.

All staff are effectively inducted and Catholic Ethos is central to that induction. The school holds joint INSET days for all its Catholic feeder primaries as part of an ongoing process of formation.

The RE department is subject to the same rigorous monitoring as all other subjects and RE is seen by all as a core subject within the curriculum. It is monitored four times a year by a member of SLT with the Head of RE. Progress is an important element in this review and key questions are asked about progress for all groups of learners in relation to their target grade and interventions that have been put in place to ensure maximum progress for all pupils. The head of department is asked about the impact of these interventions and how the various cohorts are achieving and will achieve at the end of the different key stages.

RE has 10% curriculum time in Key Stage Three and Four and the school meets all canonical and statutory responsibilities. Leadership within the RE department is outstanding and this has ensured that standards have been consistently high across all stages for a number of years.

Senior Teachers complete learning walks as part of their monitoring of the quality of learning and teaching and developing good practice. A learning walk register is kept and used for target setting.

The Pastoral Team is highly experienced in meeting pupils' needs and in ensuring that, in partnership with support agencies, suitable provision is made to support both pupils and families. The team place an emphasis on consistent pastoral care which allows pupils to flourish and participate educationally, socially and spiritually.

The Head, Senior Leadership Team and the extended SLT, which includes the Head of RE are all excellent role models. They foster good relations within their own teams and are all committed to providing a first class education for all in their care.

Robust systems are in place to monitor and track pupil progress and attitudes to learning.

Records of pupils' progress are carefully monitored and areas for concern are identified early and interventions are implemented. Following regular data harvests Heads of Department meet with SLT to determine appropriate intervention.

Systems are in place to ensure that outcomes for pupils in RE are excellent with improvements year on year identified, especially for pupil premium pupils, where outcomes are very good.

Examples of partnerships and events which support the school's ethos and mission are Yo Yo Christian Group; Mass at York Minster; SASH: Safe and Sound Homes; National Mental Health Charity POPYRUS; Salvation Army Café; Easter Garden and Art work for St George's Church; CAFOD; HCPT; D of E.; Romania (Cry in the Dark); Women's Day of Prayer at St Chad's Church; the Big Sleep (awareness of the plight of the homeless); Faith in Action Award; SVP Christmas Party. These various projects and partnerships enable pupils and staff to live out the claims of the school mission statement, as one deputy head said "We live out the Gospel by our actions".

The strong Catholic ethos is evident and is given high emphasis by all the school's leaders. Leaders, managers and governors effectively promote and evaluate constantly the Catholic Life of the school putting spiritual formation at the heart of school life. The spirit of leadership in the school, inspired by the head's example, was characterised by a deputy head as a "servant leadership model".

<ul style="list-style-type: none"> <li>• How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic Life of the school, including collective worship, and plan improvement to outcomes for pupils</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• How well leaders, managers and governors monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils</li> </ul>	<b>1</b>