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# **The Diocese of Hallam Section 48 Report**

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## **The Catholic Life of the School and Religious Education**

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## Diocese of Hallam



### SECTION 48 INSPECTION REPORT

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

##### ALL SAINTS CATHOLIC HIGH SCHOOL

<b>School URN</b>	107160
<b>Name of Chair of Governors</b>	Mr Andrew Tucker
<b>Name of Head teacher</b>	Mrs Clare Scott
<b>Date of inspection</b>	20 <sup>th</sup> January 2016
<b>Section 48 Inspector</b>	Mr Sean McClafferty, Mrs Lissa Oldcorn

“ ..... An enthusiasm for the things of God”

## Introduction

The inspection of All Saints Catholic High School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the church to support schools in further deepening the quality of catholic education provided.

## Description of the School

All Saints is a larger than average 11-18 Catholic Voluntary Academy. The school is co-located with Seven Hills Special school for pupils with physical and learning disabilities. It is located in the centre of Sheffield and receives pupils from 53 schools including six Catholic Primaries: St John Fisher, St Joseph's, St Patrick's, St Theresa's, St Thomas of Canterbury and St Wilfrid's, and one Catholic and Church of England school, Emmaus.

The proportion of pupils eligible for free school meals is in line with national average. It has a greater than average percentage of pupils from minority ethnic groups and of pupils with English as an Additional Language. The percentage of pupils with an SEN statement or Education Health and Care Plan (EHC) is in line with national average, while the percentage of pupils with SEN support is above national average. The school deprivation indicator is above national and has been increasing over the last 3 years.

<b>Type of School</b>	Catholic High School
<b>Age profile of students</b>	11-18
<b>Number on roll</b>	1329
<b>Number of students on Special Educational Needs and Disabilities Register</b>	82
<b>Number of students with a Statement of Special Educational Needs or Educational Health and Care plan</b>	23
<b>Number of Catholics on roll</b>	612
<b>Number of Other Christian Denominations</b>	449
<b>Number of other Faiths</b>	38
<b>No religious affiliation</b>	230
<b>School Address</b>	Granville Road, Sheffield S2 2RJ
<b>Telephone Number</b>	0114 276 5371
<b>Email</b>	enquiries@allsaintslearning.co.uk
<b>School Website</b>	www.allsaints.sheffield.sch.uk

## SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

1

OVERALL EFFECTIVENESS

1

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

**Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate**

# OUTCOMES FOR PUPILS

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

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	1

From the passionate example of the headteacher, through to all the staff and pupils, Christian values and ethos permeate throughout the school community. Staff are fully committed to the school's mission across the curriculum and school life. There are many opportunities for pupils to volunteer/attend /participate in retreats, pilgrimages and charitable events, all of which develop their social conscience. Pupils are proud of their backgrounds and beliefs and have a strong sense of personal worth. They treat one another with respect and are acutely aware that their behaviour always has consequences. Pupils engage and respond appropriately to different forms of Acts of Worship i.e. Salesian Phoenix camp. To celebrate the 'Year of Mercy' a display had been created with a door through which all pupils walk; this door has pictures of all pupils and staff around the frame. This is a very visible symbol of the strong Catholic ethos which exists. Arrangements for monitoring and evaluating and reporting on the Catholic life of the school take place. Students enthusiastically support the prayer life of the school through volunteering and supporting the opportunities they are presented with. This includes daily Acts of Worship, voluntary Mass and House Worship. There is an annual cycle of whole school liturgies with every school year starting with a Staff Welcome Liturgy in addition to Advent and Lenten liturgies and the year ending with a whole school Liturgy of Celebration.

The achievement of pupils in Religious Education is good and there is an improving trend. Most learners make good progress given their prior attainment. There is a generally improving trend at Key Stage 3 and 4 with results broadly comparable to those in English. The achievement of pupils who are disabled or have special educational needs is improving but is still behind that of their peers.

The school's information on pupils' current attainment and progress indicates that 71% of Year 11 pupils are on target to gain grade C or better in their GCSE examinations, with 75.5% making 3 levels progress and 37.2% making 4 levels progress. The last 2 years have shown a downward trend in Y11 attainment; however progress currently shows that standards are mostly above average in both Key Stages. Most groups of pupils make at least good progress and some may make outstanding progress. Pupils demonstrate positive attitudes to learning which supports good outcomes. The data also indicates that the gap between SEN and pupil premium students is narrowing.

In the Sixth Form the uptake for AS and A2 courses is outstanding which reflects the quality of provision offered here. In 2015 pupils achieved a 100% pass rate with 55% of pupils achieving an A\*-B. In 2014 pupils achieved 96% pass rate with 45% A\*-B and 2013 pupils achieved 93% pass rate and 72% A\* - B. A level Religious Studies have maintained ALPs 4 or above for the last four years.

In Key Stage 3 pupils enter Religious Education with prior attainment below and sometimes significantly below national averages but make steady improvement through the key stage with progressive increases in the percentage of pupils making 3 and 4 levels progress.

# PROVISION

## How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	1

The quality of teaching and learning in Religious Education is good overall and sometimes outstanding. In the best lessons seen during the inspection, pupils were challenged to think spiritually, ethically and theologically and to become aware of the challenges of being a Christian in everyday life. This was seen during a lesson on the pro-life, pro-choice argument. Pupils were able to discuss confidently the arguments using scripture to back up these points of view. In these lessons teachers displayed very high expectations of the pupils and as a result all pupils were on task and were seen to be enjoying their learning. Rich questioning techniques were used to develop thinking and teachers effectively checked pupil understanding. Pupils expressed and justified their views confidently even with sensitive subject matter as observed in a Year 10 lesson about Christian teaching on sexual relationships.

Evidence from books demonstrates good and better learning across lessons. Good assessment procedures mean that teachers build upon pupils' prior learning. Marking and constructive feedback, both oral and written, are used well although pupil response was not as consistent. Pupils use self and peer evaluation, resulting in improvements. To secure outstanding teaching overall, there is a need to further develop differentiation so that all parts of lessons are sufficiently challenging and accessible for every pupil.

The requirements of the Curriculum Directory published by the Bishops' Conference of England and Wales are met in all Key Stages, and are supplemented by assemblies and prayer. All Post 16 pupils attend a Religious Education lesson once a week. Religious Education is well resourced and the requirement of 10% timetable allocation is fully met.

Staff are very knowledgeable and show a strong commitment to the Church's mission. Relationships between staff and pupils are outstanding and this leads to positive attitudes to learning. Resources are outstanding as is departmental planning. There is a high degree of consistency in the pupils' classroom experiences. Pupils with special educational needs are well supported with a dedicated support assistant.

Pupils speak very positively about their experiences in Religious Education and appreciate its value and relevance within school. Most pupils have a reasonable sense of where they are in terms of progress but are occasionally vague about how they can further improve.

Acts of Worship are well planned and central to the life of the school. Collective Worship is rich and varied including whole school Masses, year liturgies and the opportunity for individual and group prayer. Mass has been and is a regular feature of life within the school through House Mass and Feasts/Holy Days. There are also voluntary Masses open to all students. This area is coordinated very effectively by the Assistant Head/Director of Mission and Ethos and Chaplaincy Co-ordinator. Staff Inset days have been used effectively to increase participation and confidence of staff in leading prayer and liturgies. No chaplaincy team exists as such, but the chaplain informed us that 'Everyone is a member of our chaplaincy team'. This

illustrates the inclusive nature of this aspect of the school. Pupils actively participate in leading Acts of Worship through assemblies, retreats and Masses.

## LEADERS AND MANAGERS

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

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	2

Leaders, governors and managers are clearly deeply committed to the Church's mission.

The leadership of the school and those with responsibility for Religious Education share a strong vision of the Catholic nature of education and are deeply committed to promoting the Catholic Life of the school.

There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with the spiritual and moral development of pupils. This is reflected in the schools self-evaluation. Self-evaluation within the school is a coherent reflection of rigorous monitoring, searching analysis and self-challenge. This leads on to well targeted interventions, planned developments and improvements in provision planning. Views of pupils, staff and parents rest at the heart of this self-evaluation.

The school knows itself well and is clear as to the actions it must take to improve even more, particularly outcomes for pupils.

The headteacher communicates this vision clearly to the school community and leads by example. She models the valuing of every member of staff and every pupil and this permeates down through the Senior Leadership Team and to all members of staff and pupils. Staff are encouraged to participate fully in the religious life of the school, deliver assemblies and to pray with students. Staff receive training on the Catholic ethos as part of their induction into the school.

Governors, students and colleagues express confidence in the leadership of Religious Education and recognise it as a lead department with outstanding practice being modelled across the school.

Leaders and managers conduct a range of systematic monitoring activities relating to provision and outcomes. These activities need to focus more on impact and as a result pupil outcomes will improve. Regular visits from local clergy help to support the prayer life of the school. Through the school's recording and tracking system, pupils' attainment and progress are monitored at regular intervals. The Religious Education department carefully and frequently analyses this data and is very adept at monitoring pupil's progress on an individual basis introducing interventions to support learning as necessary.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>1</b>
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All Saints is an Outstanding Catholic school. Standards in Religious Education continue to rise. Attainment is average and pupils' progress is good, given their starting points. The subject leader for Religious Education, well supported by senior staff, has built up a strong team of teachers who, together, with the full-time school Chaplain have put Religious Education at the heart of the school. This good team work is reflected in the harmonious ethos among the pupils, many of whom opt to extend their religious studies into the sixth form. Teaching is mostly good or better.

Prayer and worship underpin the Catholic life of the school so that pupil's spiritual, moral and social development is outstanding. They are helped to understand the Church's global mission through their support for many charities.

### **Recommendations**

- Continue to develop the monitoring and evaluation of Religious Education and the Catholic life of the school so that information is shared amongst all stakeholders.
- Improve attainment and progress of the least able entered for Religious Education examinations.
- Ensure headline indicators for Religious Education performance are above national figures.
- To further develop differentiation so that all parts of lessons are sufficiently challenging and accessible for every pupil.