



Catholic Schools Inspectorate inspection report for
All Saints Catholic High School

URN: 138337

Carried out on behalf of the Right Rev. Ralph Heskett, Bishop of Hallam on:

Date: 4th & 5th May 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	x
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The head teacher, leaders and the chaplaincy coordinator are outstanding role models in promoting servant leadership. They have worked hard to establish a culture of compassion and respect within the school, which reaches into the wider community.
- The school places great value on the uniqueness of the individual. This was encapsulated by the comments of a student, who felt he was 'celebrated for who he was'. This is an inclusive school.
- The chaplaincy and outreach links that the school has developed with the diocese are outstanding. Staff work closely with them to ensure that the school's provision is the best it can be; well suited to the needs of, and having a strong impact on, the students and their families.

- The Salesian principles of Respect, Understanding, Affection and Humour (RUAH) are the backbone of all that the school does; ensuring that Christ is at the heart of their work.
- The religious education (RE) programme is well sequenced. The department is well supported by other subject areas and a strong relationships and sex education (RSE) framework. This holistic approach ensures that religious education is woven into the fabric of the whole school curriculum.

What the school needs to improve:

- Students of other faiths lack knowledge of the extent of their own community within the school. The school needs to promote the celebrations of other faiths to further enrich spiritual life of all students and staff.
- Leaders need to adopt a more consistent approach to monitoring and evaluating students' work within the RE department, thus ensuring that all students have the same opportunities to make appropriate progress.
- Some staff are not confident in delivering collective worship and there is a need for tailored support to enable them to do this more effectively by sharing the excellent practice that already exists at All Saints.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

Outcomes for Catholic life and mission at All Saints are outstanding because the behaviours and actions of all staff and students exemplify their mission, values and vision statement. They feel valued, respected, represented and loved. Consequently, students are happy and feel safe in school and there is a calm and purposeful feel both in and out of the classroom. Students can articulate RUAH principles and, more importantly, live them in their interactions with others. The school excels in its mission to serve and there are numerous examples of this, including support for: Ukraine Appeal, Cafod World Gifts Programme and Calais Refugee Encounter: just some of the many events and activities in school that demonstrate Catholic social teaching at its best. Students talk confidently about Catholic Social Teaching values and staff strive to create new opportunities to allow students to demonstrate them; their work supports the most vulnerable in the local, national and global community. The robust and developing student voice plays a large part in creating an environment where all are represented and listened to, encouraging students to become involved in the initiatives that arise within school and the wider community.

Students of other faiths recognise that they are all members of the All Saints family, commenting that inclusivity is a strength of the school. The school provides a dedicated space for some for prayer during Ramadan and they appreciate this and a permanent dedicated prayer space is something they would benefit from. However, discussions highlighted a lack of understanding about their faith and cultural differences from other students. The provision for Catholic life and mission is underpinned by the belief that Christ is at the heart of the school. This belief drives the whole school curriculum intent and encourages curriculum

leaders to collaborate and work together. Lesson observations and meetings with staff also highlight the strong pastoral systems in the school, which help to drive this mission, with staff modelling the behaviour expected from students. There is a steadfast commitment to the most vulnerable within the school community. High quality display throughout the school, which was commented on during student interviews, exemplifies the Catholic life and mission of the school. Students value this.

Strong and effective links have been established with external agencies, which help to promote progress and raise aspiration. However, the school recognises the need to work more closely with parents and carers on this, as leaders have identified this as an area for focus in the school development plan. Induction for staff in all aspects of Catholic life and mission is exceptional. Staff undergo a comprehensive induction process that leaves them well prepared to deliver the school's mission, regardless of background. This process is well monitored by the chaplaincy coordinator. The work of the chaplaincy coordinator, who is ably supported by the director of mission and ethos, is outstanding. Her quiet dynamism is a driving force in the success of the school's mission and her humility is inspiring. Together they make an effective team. There is a clear plan for the monitoring and evaluation of Catholic life and their reflective approach ensures that provision continues to strengthen, offering the best that the school can to the whole community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Attainment is good in religious education, with the majority of students achieving broadly in line with national figures and progress being in line with other core subjects in the school at GCSE. Students like religious education. They talk enthusiastically about the work they do in lessons and comment positively on their relationship with staff. A good number of students choose to study related courses beyond GCSE and achieve strong results. They understand that the work that they do in the subject gives them an understanding of other faiths, preparing them well for a multicultural society.

The religious education programme is well sequenced and is complemented by a strong relationships and sex education framework that is well planned and fully compliant with statutory and diocesan requirements. Religious education provision does not currently meet the requirements of the Bishops' Conference but the school has plans in place for this to be compliant by September 2023. Teaching is predominantly good and, in some cases, better, with books and observations evidencing a variety of teaching styles that promote student engagement and ensure that different learning styles are catered for. Consequently, the vast majority of students behave well in lessons and hold positive attitudes about religious education. When teaching is good or better, there is a focused climate for learning. In these lessons questioning is used to good effect. During observations there were strong examples of targeted and deeper questioning that stimulated sophisticated discussion and comments from students; they articulate their thoughts and feelings well. Where lesson outcomes are more variable, questioning is less effective. Scaffolding is used well with those students who need more structured support to achieve lesson objectives and develop their independent learning. Observations showed good examples of independent learning, an area identified for

development by the school. There was also good evidence of outstanding teaching with students who have special educational needs, with teaching assistants being effectively deployed by staff and resources well used. Students clearly take a pride in their work and, in the vast majority of cases, their books are consistently well presented. Scrutiny of their work clearly shows a range of different assessment strategies that offer variety and rigour, providing appropriate ways for different types of learners to demonstrate their knowledge. Staff feedback is usually well considered and thought-provoking but there are inconsistencies. Some feedback is less focused and not all students respond to feedback requests. Staff do not always follow this up to ensure that all students have the same opportunities to develop their learning and improve their skills.

Governors have a good understanding of their school and give strategic direction. They know their community well and, as such, are able to offer considered and effective direction to the leadership team. They effectively monitor planning at an operational level. Senior leaders are good at communicating their intentions and are sensible in their approach to change. Staff feedback highlights the fact that they can manage change more confidently because of this. The head of religious education is relatively new to post and a respected member of staff. She has a love of, and a clear vision for, her subject. She has put plans in place to address areas for improvement but these plans are newly introduced and not yet embedded. She is well supported by her line manager and they work together well as a team. They are highly regarded by parents and students.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1



Outcomes in prayer and liturgy are outstanding. Prayer is an important part of the day at All Saints and appropriate time is allocated for this. Staff are excellent role models and most are successful in making liturgical content relevant; this is recognised by students and they can make the link between the daily scripture and their own day to day lives. This results in high levels of engagement during prayer sessions, with the vast majority of students displaying excellent behavior and showing great respect. Mass is regularly celebrated in school and staff encourage students to attend. There were a number of examples of student participation during the Year 7 Easter Mass. Responses were excellent, students sang hymns, one provided the music by playing the piano and others read bidding prayers, which were age appropriate. The school encourages parents and carers to attend Masses and liturgical events, advertising through school channels and in the parish newsletter. Although numbers attending are low they are increasing. Discussions with students highlighted the fact that they have an excellent understanding of the liturgical year and they talked about this confidently. The school's thematic approach to collective worship, which mirrors the liturgical year, gives students a greater understanding of this.

The chaplaincy team is skilled in creating a variety of opportunities that allow staff and students to engage in prayer and liturgy. These opportunities ensure that prayer is an integral part of school life, with all members of the community being drawn into a prayerful experience. It is also skilled in identifying those who can use their talents to enhance this provision. An example being the displays and art work around the school, which are of a high standard and support the school in its endeavours to make prayer and liturgy as meaningful as it can be. The chapel is highly valued and used regularly by staff and students; as was the

dedicated prayer space made available to students and staff of other faiths during Ramadan. Students welcome the opportunity they are given to deepen their faith through annual retreats at Savio House. These are offered to all year groups and further cement the Salesian principles of Respect, Understanding, Affection and Humour, which sit at the heart of all that the school does.

All Saints' collective worship policy is clearly articulated by staff and the majority understand what is required of them in delivering on this. Staff are well supported by the chaplaincy team in their preparations for liturgy and speak highly of the chaplaincy coordinator. Student participation is excellent in daily prayer sessions where staff are confident with collective worship. However, staff feedback indicates that there are some who do not feel confident with the provision of collective worship. This lack of confidence impacts on the staff's ability to help students plan and lead on activities, and is evident when observing some prayer and liturgy sessions. Governors and school leaders understand the importance of prayer and liturgy at All Saints. Governors regularly attend and participate in prayer and liturgy sessions, while senior leaders support the chaplaincy coordinator in leading collective worship in school, leading by example. In doing this they ensure that all staff witness excellent practice. The leadership team regularly review the quality of provision for collective worship and their reflection on impact, alongside the feedback from student voice, informs planning and allows them to refine this provision.

Information about the school

Full name of school	All Saints Catholic High School
School unique reference number (URN)	138337
Full postal address of the school	Granville Road, Sheffield. S2 2RJ
School phone number	0114 272 4851
Name of head teacher or principal	Sean Pender
Chair of governing board	Emily Parkin
School Website	www.allsaints.sheffield.sch.uk
Multi-academy trust or company (if applicable)	St Clare Catholic Multi Academy Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11 - 18
Trustees	The Diocese of Hallam
Gender of pupils	Mixed
Date of last denominational inspection	20 th January 2016
Previous denominational inspection grade	Outstanding

The inspection team

Mark Taylor	Lead inspector
Catherine Danaher	Team inspector
Claire Groom	Team inspector
Marianne Wilkinson	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement