

DIOCESE OF LEEDS DBI



# SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ALL SAINT'S CATHOLIC COLLEGE  
Bradley Bar,  
Huddersfield  
HD2 2JT

School URN

107782

Chair of Governors

Rev Fr I Smith

Headteacher

Ms A Bodurka

RE Subject Leader

Mrs C O'Neill

Date of Inspection

October 14<sup>th</sup> & 15<sup>th</sup> 2009

Section 48 Inspectors

Mrs H Gilroy & Ms A Dews

## INTRODUCTION

The Inspection of All Saint's College was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds.

### Description of the school

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All Saints is a mixed Catholic comprehensive school in the Catholic Diocese of Leeds and in Kirklees LA. There are 804 students on roll as of September 2009. The school intake is from a wide geographical area: from four feeder Catholic primary schools and from 15 other schools. As part of the college's Catholic ethos it takes a significant number of non-catholic students from its immediate catchment area as well as from across the Leeds Diocese. The school mission statement is "...to develop the gifts and talents of our students in order to help them love and serve God, themselves and others." The admissions policy gives priority to baptised Catholic children. 73% of the pupils are baptised Catholics. 10% of curriculum time is given over to RE. In September 2006 All Saints became a specialist college in Humanities. As members of the South Kirklees Collegiate, the school provides an extended and enriched curriculum which has continued to be reviewed as part of their curriculum review. From September 2008, the joint Headteachers of All Saints have not been in post. The Assistant Headteachers 'stepped up' to work with an Executive Headteacher from a supporting LA school September 2008 – July 2009. The Leadership Team was extended and strengthened by introducing four key staff to the team. This model provided direction and stability through a difficult time for the college. Fundamental and wide-ranging changes were made to the staffing TLR structure, curriculum and guidance support. The college has developed into one which is receptive to change. The current headteacher took up post in September 2009.

The percentage of students eligible for free school meals has been increasing annually from 12.9 % (2006) to 14% (2009), but is still below the national average. The percentage of students for whom English is not their first language has moved from 5.8 % (2006) to 17% (2009) and is rising. The largest group of students is from Poland (54 students). Since September 2009 we have had students arrive from the following countries: Hungary (2 students), Poland (4 students), Kosovo (2 students), Mauritius (1 student), Bulgaria (2 students), China (1 student), Tanzania (2 students), Ireland (1 student) Of these, 7 students are Catholics. The school has 5 students with SEN statements, 34 on school action plus and 264 on school action.

## OVERALL EFFECTIVENESS OF THE SCHOOL

### The overall effectiveness of the provision for the Catholic life of the school, of curriculum RE, and the school's main strengths and areas for development.

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The last two years have seen major changes in leadership at All Saints and a period of "turbulence" but the school has grown through this experience and is strong and vibrant. All Saints now has a recently appointed Head; a restructured and effective senior leadership team; middle leaders with clear vision and direction; empowered and enthusiastic staff; and supportive and informed governors. In the intervening transition period with an Executive Head, staff worked hard and remained focused on the students in their care, improved the quality of teaching and learning and successfully raised attainment. This was outstanding.

The RE Faculty has, in this period of time, evidenced that it is a leading department in which students make good progress and achieve excellent results. The specialists and well-supported non-specialists are a successful team who consistently produce lessons which are good or better and their skills contribute to the school's coaching programme. The curriculum meets the needs of all students and is innovative. Students enjoy RE and the parents/carers are delighted with the RE programme and the progress and response of their children. Overall, this is outstanding provision and is the key factor in the grade awarded to the school for overall effectiveness. The Faculty should continue to strive for excellence and build on their successes, sharing good practice.

The frequency of Collective Worship is undoubtedly good with opportunities for all students to attend mass and access the Sacrament of Reconciliation regularly. The Chaplaincy Group is an excellent example of many stakeholders coming together to plan and prepare worship and create opportunities to strengthen links with parishes, primary schools and the wider community. The willingness and enthusiasm of staff to take on responsibilities is impressive and the involvement of pastoral staff plus students should lead to a focus on ways in which assemblies and prayer time can be further enhanced, perhaps through music and reflection. This will be an area that should grow and develop now identified.

The leadership and management of the Catholic life of the school is good and for the new leadership team, Catholic ethos and identity is a priority in terms of CPD and integral to staff performance management. The recent staff retreat was well supported and illustrates the commitment of the staff. Revisiting the Mission Statement will affirm the school's vision and the plans for monitoring and evaluation of the Catholic life will evidence the school's strengths and how provision can be developed. Governors are critical friends who are playing an active role in the exciting developments at All Saints. The focus of the school is very definitely on the development of the each young person in their care and the inspection highlighted how all stakeholders now work together to make All Saints a place which "develops the gifts and talents of students in order to help them love and serve God, themselves and others."

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### **The effectiveness of any steps taken to promote improvement since the last inspection**

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Since the last inspection the College has taken effective steps to promote improvement.

The College has:

- rationalised the TLR structure within the RE faculty;
- made greater use of ICT within the RE department;
- ensured a focus on personalised learning within RE;
- addressed the differentiation of teaching and learning materials within RE;
- reviewed and revised assessment, recording and mentoring procedures across the school;
- made CPD a priority within the school;
- explored opportunities for Spiritual and moral development;
- extended links with the wider faith community.

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### **The capacity to make further improvements**

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The capacity to make further improvements is outstanding. The College has a new Headteacher and restructured leadership team with drive and ambition; a strong and active governing body; experienced, enthusiastic and empowered staff working collaboratively; supportive parents; and increased student numbers. There is an awareness of work to be done to build on the achievements of 2008 and 2009 but the foundations have been secured and there is a great excitement and confidence about the future and the opportunities for success that lie ahead.

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### **What steps need to be taken in order to further improve the provision of Catholic education?**

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1. The Mission Statement to be revisited through a process of consultation with all stakeholders.
2. Develop the monitoring and evaluation of the Catholic life of the school so that all stakeholders can be represented in this activity.
3. Evaluate the outcomes of the Catholic ethos staff Performance Management targets and the impact on the Catholic life of the school.
4. Further increase student involvement in planning, delivering, participating in and evaluating Collective Worship in order to enhance this provision.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **LEADERSHIP AND MANAGEMENT**

#### **How effective are Leadership and Management in developing the Catholic life of the school?**

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Leaders at all levels are committed to the development of the Catholic life of the school and the school's strong Catholic ethos underpins policy and practice. The Leadership team is keen to ensure that matters pertinent to the school as a Catholic community are in place: specialist RE staff, extra time for religious activities, chaplaincy, resources, the quality of pastoral care, inclusion, moral and spiritual development, partnership with parents and parishes, community cohesion and ensuring that each young person is known and valued. The outcomes are evidenced in the improving results and the provision offered to all students particularly the most vulnerable. The Governing Body is committed to the school's drive for improvement and opportunities are being created in addition to link visits to enable all staff to get to know governors. This is viewed positively by all parties.

Spiritual and moral development is supported and upheld by all staff. As one parent commented, "The school teaches them to be good human beings". Behaviour in school is good. Relationships are based on respect for self and one another and students accept one another which is significant in a school with an increasingly multi-ethnic population. Students enthusiastically contribute to school, the local community and the broader community in a spirit of service and generosity. Students support one another in school and work in many ways for others for example raising large amounts for charities, helping the sick in Lourdes and through community service.

The range of extra-curricular activities is considerable and the willingness of staff to give time to students to develop their talents and interests is exemplary. This is appreciated and parents/carers and students are fulsome in their praise for staff. The provision for the vulnerable is very good and the school has well established links with external agencies including Catholic Care. The newly created Leadership Team has drive and ambition and is setting the direction of the school, building on recent academic successes and promoting the fullest personal development of each student. The staff are responding with enthusiasm and excitement, working collaboratively in the interests of the students. The review of the Mission Statement will bring all stakeholders together to secure the vision and direction of the school in the coming years. Monitoring and evaluation of the Catholic life will be integral to this process.

### **COLLECTIVE WORSHIP**

#### **How good is the quality of Collective Worship?**

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Collective Worship is central to the life of the school. The school provides a wide range of liturgical services and opportunities in line with the Church's liturgical year. Student planners contain varied prayers for use by students in form time and the daily staff bulletin has a prayer for the day. All forms help plan and lead assemblies and students contribute to the Chaplaincy team. Mass and confessions are held weekly. Despite the lack of a space large enough to hold the whole school at once, all students attend Masses celebrated at key times of the year and they participate in liturgies organized at Advent and Lent. It is recognized that for many students, school is their only experience of Church. The school is therefore fortunate to have a priest chaplain and the support of local clergy. Students respond to worship with reverence and respect. There is a well-structured programme of retreats for all years, both day and residential, a visit to Lindisfarne offering an opportunity for spiritual reflection and the Lourdes Pilgrimage which is a highlight for students and well supported. Links with the wider faith community are wide and varied. Students and staff attend Diocesan events for example Revelation and the Vigil for St Teresa's relics. Prayer is a part

of staff briefing and staff have recently been on their own retreat. The school is rightly proud of its refurbished Chapel which is a valuable resource.

The Chaplaincy Team is very strong, active and growing in numbers and influence. Its members which include staff, clergy and governor representation, are willing, enthusiastic and show “generosity of spirit” in creating many opportunities for worship in school, within the parishes and community. The Chaplaincy Team is well supported within the school’s structures and lead on evaluating Collective Worship. Students also contribute to chaplaincy. The students themselves provide a rich resource in the development of worship in the school and the plans for their greater involvement should lead to renewal. Music and reflection will add new dimensions to worship.

## **RELIGIOUS EDUCATION**

### **ACHIEVEMENT AND STANDARDS IN RE**

#### **How well do pupils achieve in RE?**

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Standards reached by pupils in RE are excellent as evidenced by the improved results over a period of three years. Students make good progress. GCSE results in 2009 exceeded local and national averages and the Faculty had positive CVA. Lessons are differentiated and therefore meet the needs of all students including G and T, SEN and EAL.

### **THE QUALITY OF PROVISION IN RE**

#### **How effective are Teaching and learning in RE?**

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There is a strong department of dedicated staff who have the drive and enthusiasm to be strong leaders of learning. In lessons observed, teaching and learning was consistently good with evidence of outstanding practice incorporating aspects of AFL and SEAL. Lessons are well planned and prepared. The team work closely together and draw on each others strengths. Students have positive relationships with their teachers, are engaged, interested and demonstrate a willingness to participate and lead. Rewards and incentives are used appropriately to enhance learning. The Head of Faculty demonstrates a creative vision for the involvement of parents by proposing to involve them in adult education alongside their children. This would enhance the excellent links established to date.

#### **How well does the RE curriculum meet the needs and interests of pupils?**

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The RE curriculum for Key stages 3 and 4 meets external requirements. Students gain good knowledge and understanding of other World Faiths. The short GCSE course offered to Gifted and Talented students in Year 11 is designed to broaden students’ understanding of one particular world faith and its success is being evaluated. The department is forward thinking and innovative and is well supported by the Senior Leadership team. RE makes a significant contribution to the delivery of PSICHE and contributes to the school’s revised programme. The department makes an outstanding contribution to the spiritual and moral development of students. As one student interviewed reported, “They teach you what’s right and wrong and draw out your opinion on things so you have your own set vision”.

### **LEADERSHIP AND MANAGEMENT OF RE**

#### **How effective are Leadership and Management in raising achievement and supporting all pupils in RE?**

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The RE Faculty is well directed, creative, innovative, and willing to trial new activities in order to raise standards and engage students. Under the direction of the Head of Faculty, the RE staff regularly evaluate their work in order to improve practice and ensure that all students achieve as well as they can in RE. RE resources are well utilized and there is efficient and effective sharing of

good practice including the use of the portal. Links with the Governor responsible for RE in the school are good.

### INSPECTION JUDGEMENTS SUMMARY

ASPECT	GRADE	DESCRIPTOR
<b>OVERALL EFFECTIVENESS</b>	<b>1</b>	<b>Outstanding</b>
<b>THE CATHOLIC LIFE OF THE SCHOOL</b>		
How effective are Leadership and Management in developing the Catholic life of the school?	<b>2</b>	<b>Good</b>
How good is the quality of Collective Worship?	<b>1</b>	<b>Outstanding</b>
<b>RELIGIOUS EDUCATION</b>		
How well do pupils achieve in RE?	<b>1</b>	<b>Outstanding</b>
How effective are Teaching and learning in RE?	<b>1</b>	<b>Outstanding</b>
How well does the RE curriculum meet the needs and interests of pupils?	<b>1</b>	<b>Outstanding</b>
How effective are Leadership and Management in raising achievement and supporting all pupils in RE?	<b>1</b>	<b>Outstanding</b>