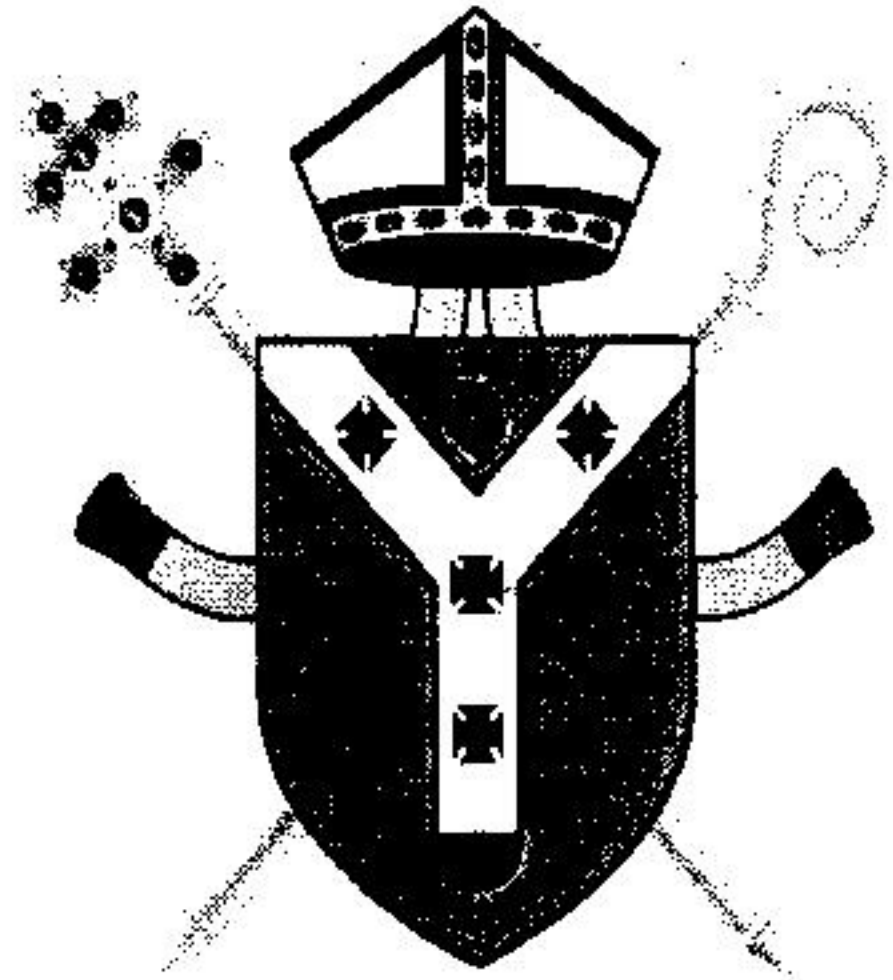


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May 2016

Mr. Chris Riding  
Headteacher  
All Hallows Catholic High School  
Crabtree Avenue  
Penwortham  
Preston  
PR1 0LN

Dear Mr Riding,

**Department for Christian Education Monitoring Visit of All Hallows Catholic High School on Wednesday 11 May 2016**

I am writing on behalf of the Department of Christian Education, Archdiocese of Liverpool to confirm our findings following the monitoring visit to your school on 11 May 2016.

Thank you for your help and the time yourself, the Chair of Governors, senior leadership, staff and pupils offered on the day.

The basis for the visit was the Self Evaluation document and what improvement has been made since the last inspection. The main findings of the visit are enclosed with this letter.

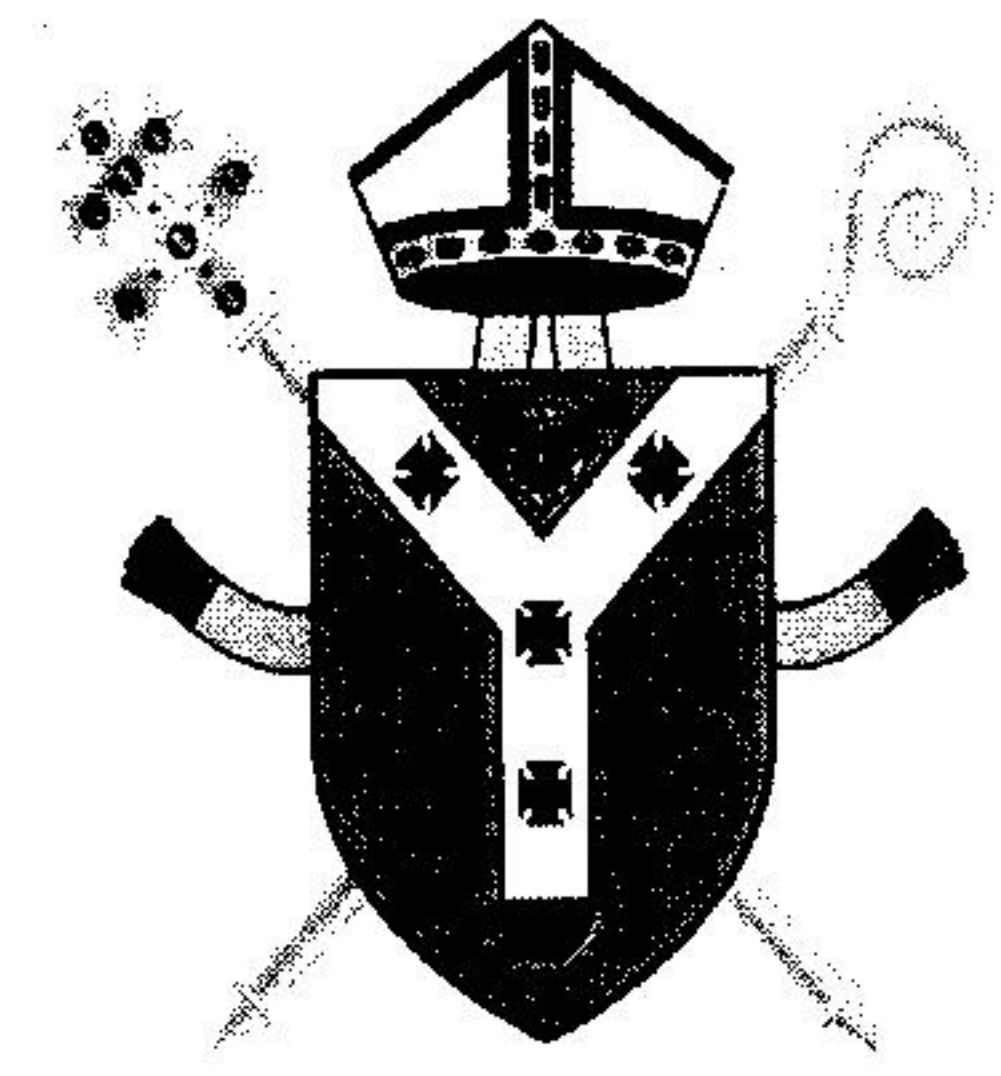
The school's Section 48 inspection will take place during the academic year 2017 to 2018.

Yours sincerely,

A handwritten signature in black ink that reads "Des Seddon". The signature is written in a cursive style and is positioned above a horizontal line.

Rev Des Seddon  
Director of Christian Education





**Department for  
Christian Education**

**MONITORING VISIT at All Hallows Catholic High School, Penwortham on 11 May  
2016**

**THESE ARE AREAS TO CELEBRATE**

- The Section 48 Self Evaluation document provides concise and accurate details of achievement together with areas for development. Its organisation is entirely practical. It is owned by governors, senior leadership and Religious Education.
- *Growing Together in the Spirit of Christ's Love* is the vision and mission that underpins Catholic life at All Hallows. The focus is upon holistic development of each member of the community spiritually and academically. The Chair of Governors and Headteacher lead Catholic life through faith, understanding and commitment. There is documented reporting of its impact from all departments. New members of staff are made clear of their duties and responsibilities in becoming involved. . The role of the full time lay chaplain remains as pivotal to faith in action. Pastoral support and guidance from all staff ensures pupils experience a sense of personal value and belonging. They have the highest regard for All Hallows. They are encouraged to substantively share in the life of the school. Elected members of School Council are confident and self-starting. They are conversant about how Catholic life is lived and monitored, particularly during the celebrated events of Mission Week. The Chaplaincy Team is a innovative process open to everyone for participation in the short and long term. It works with and alongside extensive fundraising and practical support for the needs of others locally and internationally. There is consistent and meaningful interaction with several of the local parishes so emphasising the importance of home, school and parish partnerships.
- Collective Worship is a collaborative experience between pupils and staff. Coordination is undertaken by senior leadership, lay-chaplaincy and Religious Education. Themes are carefully prepared and open to personal presentation. Pupils are totally involved in leadership and in management. Their confident participation is expressed through public reading, song, drama and mime. Pupils are enriched through wider ranging experiences of prayer. This is evident from the structured retreat experiences, chapel time and celebration of *Breakfast with God*.



Pupils experience prayer in action through the annual Lourdes Pilgrimage. Pupils and staff prepare meaningful whole school liturgical celebrations. The recent Mass to celebrate Forty Years of All Hallows was a liturgical feast of participation and expression. Effective monitoring is conducted through learning walks and by periodical audit. There is training for new staff. Pupils value the challenge of the content and the occasions when they can pause for stillness and reflection.

- Religious Education is extremely well line managed and led. The head of department demonstrates expertise and commitment to leadership by example. There is strategic support from the Key Stage 3 coordinator, together with leading edge professionalism from departmental staff. The process for appraisal is thorough and accurate. There is highly effective data analysis that determines rates of pupil progress and needs for intervention. The department is generous in its support for other schools through the sharing of good practice.
- Achievement in Religious Education is driven by accurate departmental analysis of formative and end of task assessment. The majority of pupils make at least four levels of progress. GCSE over the last three years has averaged 91% A\*-C with 51% A\*-A. Gifted and talented pupils make exceptional progress. Intervention for lower ability pupils involves inclusion through their clear understanding of study pathways and signals for improvement. This is equally as evident from meticulous marking and annotation of pupils work and assessments using the three pen process and class work marking code. Pupils appreciate helpful commentaries and scope for their own remarks. They are complimentary about departmental celebration of progress. Achievement is successful not least because of pupils high regard for the subject and their first rate behaviour.
- Teaching and learning underpins achievement. High quality lessons are the combined result of personal professionalism, sharing of best practice and the quality of performance management. Lessons observed, demonstrated pace, progress and enjoyment. There was an overriding sense of purpose. Teachers were adventurous in style. Differentiation was implicit. Rapport was strong. Teacher monitoring was effective. Prior learning was recalled. The timing of some activities necessitated their being carried into the next lesson as starter content. Pupils were able to share their learning and to take part in independent activities. They remained on task throughout.
- The content of Religious Education, together with the time allocation (except for the time in one Year 9 group) conforms to the requirements of the Religious Education Curriculum Directory (2012). In Key Stage 3 the framework, *People of God – Called to Serve* has been well implemented to support the school programme of study. The generosity of the school and head of department lends long standing support to the national development of the framework. In Key Stage



4 all pupils are entered for GCSE. The department is ready to embark upon a new and approved specification for 2016. Assessment tasks are supported by the driver words and expectations of the Religious Education Levels of Attainment.

- Catholic life, Collective Worship and Religious Education is wholly inclusive of other world faiths and religions. Pupils who regard themselves as holding world views see the relevance of the living of Gospel values within contemporary society. Pupils identify British Values in 21<sup>st</sup> century Britain as underpinned by the Gospel call for love, respect and justice, founded upon citizenship through service.
- All Hallows Catholic High School has further strengthened the already high standards identified in the last inspection.

### **AREAS FOR DEVELOPMENT**

- Continue to implement the areas for improvement identified within the Section 48 Self- Evaluation document.

**Monitoring Visitor: Deacon Paul Mannings**