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ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ALL HALLOWS CATHOLIC HIGH SCHOOL

PENWORTHAM

Inspection Date: Tuesday 20 March 2018

Inspectors: Deacon Paul Mannings and Mrs Elizabeth Dolan

Unique Reference Number: 119802

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School: Catholic, voluntary-aided, mixed comprehensive

Age range of pupils: 11-16

Number on roll: 895

Chair of Governors: Mr. Mike Perry

Headteacher: Mr. Chris Riding

School address: Crabtree Avenue
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Date of last inspection: Friday 5 July 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- All Hallows is a Catholic 11-16, voluntary aided, mixed comprehensive.
- The school is under the trusteeship of the Archdiocese of Liverpool and situated within the Lancashire Authority.
- There are 895 pupils on roll of whom 787 (87.93%) are baptised Catholics, with 95 (10.61%) from other Christian denominations and 5 (0.57%) from other world faith or religious traditions. There are 8 pupils (0.89%) who express no religious affiliation.
- The school serves the associated parishes in the pastoral area, with admissions from Archdiocesan, Salford Diocesan and state primary schools in the wider area.
- The school has 60 teaching staff, 62% of whom are Catholic.
- The Religious Education Department has five members.
- All are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

All Hallows is outstanding in its provision of Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils participate in all aspects of Catholic Life and Mission because through School Council all are encouraged, included and listened to. For them, “Growing together in the spirit of Christ’s love,” is a call to evaluate the extent to which they serve one another. One pupil said, “All we do is linked to God. Growing together makes a community rather than just a school.” This fact is amplified by the drive of the Pupil Chaplaincy Team to facilitate widespread involvement in the living of faith through action.
- It is because of profound levels of respect for themselves and others that pupils are secure and confident. This results in high standards of behaviour and motivation. They are quick to congratulate each other’s achievements.
- Pupils are extremely generous in their support of a wide range of charities and projects to serve the needs of others. Such groups as Youth SVP (Society of St. Vincent de Paul), Justice and Peace together with Fair Trade initiatives promote their commitment to shared compassion and to justice and peace.
- They speak of the impact provided by Lay Chaplaincy over time which has enabled them to carry on and share the work seamlessly during this current period of awaiting the new post-holder. Pupils regard this as a legacy of empowerment to get involved, which is enriched by the trust of their staff.
- Spiritual, Moral, Social and Cultural (SMSC) lessons each week harness the many facets that contribute to pupils’ holistic development, which enables pupils to benefit from whole curriculum provision for their pastoral and academic well-being.
- This is evident through pupils’ understanding of Relationships and Sex Education with its emphasis on love and respect being at the foundation of physical expression.
- Pupils relate their Gospel values to everyday life in a practical way that expresses much of what they learn in Religious Education. They understand how school forms part of an Archdiocesan community, again through their participation in outreach and by collaboration with other Catholic schools.
- Pupils are extremely proud to belong to All Hallows because it is a community dedicated to their needs and potential.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding. The Mission Statement is concise in expression and massive in action.
- Staff provide the highest levels of participation because they, too, are encouraged to belong and to participate in all activities and challenges to serve the needs of others. They are ambassadors of best example because of their openness in taking on board Catholic Life, expressed through their generous giving of time and support, personal strengths and skills.

- The ways in which the staff live a sense of community show their commitment, purpose and enthusiasm. This is reflected in their rapport with pupils, who in turn are aware of the structure for pastoral policies that ensure their safeguarding and welfare. They refer to always having a member of staff whom they can talk to at any time.
- Great care is taken to ensure the school reflect its Christian mission. The chapel is available for public and private prayer. The main entrance area contains a focal point for Scripture and an artistic interpretation of the Last Supper, headed with the Mission Statement. These and other creative elements displayed around the campus are worthy expressions of the distinctiveness of this Catholic school.
- The entire curriculum is carefully prepared and related to the living of subject content in relation to Catholic Social Teaching. Relationships and Sex Education has undergone thorough re-development in line with latest guidance for delivery. Its content is embedded within the framework for the weekly lesson in Spiritual, Moral, Social and Cultural Development. It is delivered cross curricular to include Religious Education, Science, English and Performing Arts. Pupils are encouraged to develop positive personal images that contribute to their development of meaningful relationships.
- Chaplaincy provision is exemplary. This judgement takes account of the legacy of previous chaplains, the school's securing of a new lay chaplain and the high quality interim arrangements. This has included maximum participation by line and chaplaincy management and the whole school chaplaincy team, which is another prime example of collaborative Christian life in action.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Their commitment to living the Mission Statement is expressed by their shared reviewing of its content as appropriate. They evaluate the strength of its impact across all sectors. This is well-reflected in the Section 48 Self Evaluation Document that records progress set against clear and challenging areas for development.
- There is annual continued professional development for governors and staff. Its provision contains a key focus to ensure reflection upon Catholic distinctiveness that is all embracing. Governors and staff are encouraged to define this distinctiveness in terms of their own valued contributions.
- During interview, prospective staff are invited to explain how they would enable the school's Catholic Life to impact on their professionalism and participation.
- The restructured governing body ensures Catholic Life is an ongoing and prioritised agenda item that keeps members up-to-date and included. The Chair is committed, professional and an active contributor and facilitator.
- Governors and leaders prioritised the appointment of the new Lay Chaplain. The role is well defined and resourced. Integral to the whole provision for chaplaincy is the active involvement of the parish priest who is also a foundation governor.
- Parents and carers are highly supportive and proud of the school's pastoral and academic provision. This is because they are kept well informed and included in its life and activities.
- All Archdiocesan policies are in place and subject to rigorous evaluation. The school is a generous contributor to the Catholic school's network, offering guidance and support through the sharing of its best practice. It is a key contributor to the accredited Faith in Action project.
- In defining the school's Catholic Life, one member of the wider community accurately refers to All Hallows as a, "Beacon burning brightly."

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils make at least good progress in each stage with the majority achieving outstanding progress. This includes those with special educational needs who make significant progress in relation to their capabilities and starting points.
- There are notably high standards of progress in religious literacy. Pupils readily engage in using their knowledge, understanding and skills in all aspects of their work. They respond well and with maturity to the provision in lessons to reflect spiritually and to think ethically and theologically. This is evident both in their written tasks and in responses to questioning. Every strand of their learning enables the development of full awareness of the demands of religious commitment and its relevance to everyday life.
- In lessons they are thoroughly engaged because they know their strengths and how to improve.
- Pupils have high levels of concentration because tasks, which are well differentiated, absorb their interest. They are set targets that are appropriate and challenging.
- Consequently, pupils are interested and enthusiastic, which in turn promotes their highest standards of behaviour in lessons. They rate Religious Education highly because it is enjoyable and purposeful. They appreciate the breadth of strategies that keep them on task both individually and in group work. They are secure in the knowledge that their progress is carefully monitored, with help always at hand.
- Achievement at the end of each Key Stage reflects their rates of secure attainment in class. In Key Stage 3 they are well prepared to embark on the rigours of Key Stage 4. Whole cohort performance for GCSE A*- C continues to be well in excess of the national average. Indeed, their achievement of A*- A has increased.
- Pupils written work is of the highest standard due to the rigorous process for assessment and marking. This provides maximum stimulus for continued progress.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- High quality lessons are the result of teachers' thorough knowledge of pupils differentiated needs. Content is informed by regular assessment of pupil progress, that enables them to consistently learn well and develop higher levels of knowledge and understanding.
- The expertise of teachers enables them to confidently use wide ranging and at times exciting techniques, which in turn readily engage pupils and encourage sustained progress.
- Teaching strategies include independent and collaborative tasks that ensure pupils concentrate well and remain motivated. There is effective use of timed tasks that maintain pupils sense of purpose.
- Evaluation of progress in lessons is ongoing and at all times encouraging for pupils who are continually focused on making improvement.
- Teachers skilful questioning is used to maximum effect. Responses from pupils are valued. They are encouraged to develop their thought processes. This results in excellent rapport and

enjoyment of lessons. Pupils and teachers listen to each other and respect findings and opinions.

- High quality feedback ensures pupils maintain best levels of engagement. Here too, assessment and formative marking is outstanding. The school-wide policy is in place. Subject specific assessment schemes are integral to programmes of study. Scrutiny of exercise books and files show that pupils are well informed about marking criteria. End of year targets are set for each pupil. There is clear evidence of detailed feedback for each assessment and homework task.
- Peer assessment is very much in evidence and pupils' interactions are positive. There are many good examples of diagnostic, evaluative and summative comments which are responded to by pupils.
- Consequently, celebration of achievement and efforts are central to assessment, so securing high levels of motivation and progress from pupils. Parents too are confident in the knowledge of how well their children are doing and how they can help sustain progress.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- They ensure that the curriculum content meets the requirements of the Bishops' Curriculum Directory. Curriculum time receives the required 10% for all year groups except for one group in Year 9 where provision is one lesson short due to timetable constraints.
- Religious Education has full parity with other core subjects, which is evident from generous staffing, budgeting and resources.
- All additional requirements and policies of the Archdiocese regarding Religious Education are in place. In Key Stage 3, *People of God – Called to Serve* has been fully implemented. In Year 9 and Key Stage 4 all but two pupils are entered for GCSE *Catholic Christianity*, with *Judaism* as the second religion. Supporting programmes of study have been extremely well-mapped and include structured assessment flight paths from Year 7. Programmes make full use of Scripture, Catholic Teaching and strategies for pupils' development in faith informed values.
- Other world faiths and religions are included in abundance.
- Throughout the programmes, British Values are well underpinned by the living of the Gospel in contemporary life. Content is well focused on the inclusion of pupils religious and world views.
- Leaders and Governors ensure that the Section 48 Self-Evaluation Document is explicit in content and robust in challenge, with targets for improvement that are consistently monitored.
- Outstanding line management and departmental leadership is the result of vocation, professional expertise and vision. In turn this encourages a leading-edge department of highly successful practitioners. They too are challenged to develop through appraisal and by the sharing of best practice. They are provided with generous levels of continued professional development. Their daily management is efficient and productive. Departmental life, structure and process is clearly defined within the detailed Staff Handbook. This all ensures sustained outstanding levels of teaching and learning.
- Departmental leadership remains active in its sharing of professional expertise with other schools and in the support of Archdiocesan curriculum development.
- Consequently, governors and leaders are exemplary in ensuring Religious Education remains at the core of the curriculum in supporting the school's Catholic Life.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- They are interested and above all, inspired to participate because it is relevant to life. They are provided with training and coordination by staff. This encourages team work and the mutual acknowledgement of skills and creativity.
- Pupils' genuine enthusiasm is reflected by their interaction with quality music, role play, readings, discussion, feedback, prayerful silence and reflection.
- They understand the unfolding of the Liturgical Year because themes are well-flagged and accompanied by meaningful prayer. Collective Worship is structured to link well with their social interaction, fundraising and community projects that take place throughout the year, so enriching their prayer life with a sense of purpose. Prayer and worship at all times challenges them to action.
- They value the wide variety of approaches. They are encouraged to use the chapel privately and publicly. They appreciate the high-quality efforts made by staff in form and year groups to involve them at all stages and to ensure prayer and reflection includes their personal and family needs. Retreat and pilgrimage experiences reinforces both their bonding as a community and the realisation that prayer is active and lived. Within school such occasions as *Breakfast with God* provide a team spirit to prayer. Pupils' participation in regular voluntary masses offer careful liturgical formation and participation.
- Reflection and silence enables their ability to think, to take stock or simply to plan their own organisation of the day.
- Time set aside in form time for five minutes of prayer increases pupils sense of belonging therein without interruption. Here they are given the ability to distinguish between prayer and corporate activity.
- Collective Worship provides pupils with the experience of participating in a faithful and praying community. This enriches their spiritual and moral development irrespective of ability, faith or religious background. This is because Collective Worship is entirely inclusive. Religious and world views are respected. Their expression is encouraged. The whole impact is measured by their evidenced willingness to join together, realise potential, celebrate all that is good and to focus on the needs of others.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- It is central to the life of the school and pivotal in upholding Catholic Life. Pupils and staff pray together daily.
- Themes designed and prepared entirely reflect the Liturgical Year and so provide purpose, message and direction. Each theme focuses on what is happening in school life. It includes Scripture and details of who is responsible for delivery. Themes are supported by weekly prayer sheets that contain *Something to Think About*, *Talk About* and *To Do*. Themes and prayer sheets contain comprehensive coverage of other world faiths, religions and world views. These are circulated to staff to staff through the website. They in turn are encouraged to adapt the content according to local need and to delivery. The community use the resources with confidence and proficiency.
- During the inspection it was clear that high standards of Collective Worship were the norm rather than in any sense a show or performance. Amongst the inspection commentary is a reference to Collective Worship as being, "The most beautiful, meaningful and prayerful

celebration (that I have) ever observed.” On the day its overall celebration was challenging and inclusive. There was impressive pupil participation. The atmosphere was prayerful and engaging.

- The provision of retreats for staff and pupils is planned to include everyone. Venues range from being school based to attendance at retreat centres. There is an annual pilgrimage to Lourdes. Every two years there is a Rome pilgrimage. The whole package benefits from thorough preparation and where appropriate by fundraising so emphasising the need for community drive and participation.
- Staff receive regular training specifically during times set aside to focus on Catholic Life. The Staff Handbook contains detailed guidance for their ongoing support. This ensures their access to thorough understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Collective Worship is celebrated with pupils’ families and friends particularly when celebrating Mass at the beginning and end of year. The school regularly participates with Archdiocesan youth celebrations. Herein the whole emphasis is upon provision of prayer and worship experiences that are wholly *Collective*.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Line management consists of the Deputy Head, members of Religious Education and all strands of Chaplaincy. Together they have produced a policy and supporting guidelines to ensure quality planning and delivery.
- Themes and resources demonstrate their thorough understanding of both the principles and practice of Collective Worship and its application to the Liturgical Year.
- The whole focus of resourcing ensures that content is entirely relevant to all aspects of contemporary life, hence paramount inclusivity of other world faiths, religions and world views.
- They lead through providing examples of best practice, not least the impetus to share the process with all staff and pupils so ensuring community ownership of Collective Worship.
- Over time the school community has maintained its priority of actively encouraging and supporting pupil participation and leadership. This is why prayer and worship are celebrated in wide and varied contexts, so ensuring a total avoidance of stereotypical prayer experiences. It is the reason why regular training and formation for staff and pupils includes innovative strategies. This has resulted in an overall enthusiasm because everyone is confident they have something to offer, a skill to share.
- Governors and leadership at all levels place the highest priority on regular evaluation and monitoring. This takes place in form and year groups. It includes the identification of best practice that can be shared. Areas for development are readily identified and followed up by supportive intervention. The views of pupils and carers are paramount and obtained through questionnaires and by School Council. This is why pupils are confident that Collective Worship is consistent and of quality. The whole package of content, variety and development is detailed within the Section 48 Self Evaluation Document. This ensures governors are both informed in their understanding of Collective Worship and supported in their generosity and willingness to participate.

What the school needs to do to improve further

Continue to enrich the high-quality Section 48 Self Evaluation Document by:

- Maintaining focus on its noted areas for development;
- Ensuring it is more concise in content;
- Avoiding repetition in several of its sections, notably Catholic Life and Collective Worship.

Ongoing enhancement of the school's Catholic Life by:

- Using the rising popularity and scope of the *Faith in Action Award* to harness projects by which pupils can further forge links between home, school and parish.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate