



All Hallows Catholic High School

URN: 119802

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

29–30 January 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant in its application of the above norms that fulfil the requirements of the Archbishop of Liverpool.
- The school has addressed all the areas for improvement identified in the last inspection.

What the school does well

- The headteacher, senior leadership team and governors have the highest ambition for the continued development of this outstanding Catholic school. They are building on the deep tradition of the school to ensure the lived experience of the mission is continually being improved.
- The lay chaplain is a motivating, supportive and joyful presence in the school who inspires the wider school community in the living out of its faith.
- The head of religious education's exemplary leadership has brought about the development of an ambitious and well-sequenced curriculum which has enabled the holistic development of each student.
- Relationships are at the heart of this school at all levels. Staff are Catholic role models which in turn has led to impeccable behaviour.
- There is a palpable sense of community within this school. Numerous students, staff and governors used adjectives such as 'home' and 'family' to describe their sense of belonging.

What the school needs to improve

- The school's evaluation of Catholic life and mission has developed in recent years; the systematic inclusion of student voice would enhance this further.
- Outcomes for most of the students in this school are outstanding but for those who are disadvantaged they are less strong. The school has recognised this and has a Pupil Premium strategy in place. The department should ensure that this is implemented, carefully monitored and fully evaluated to ensure that all students achieve the highest outcomes.
- The school's current prayer and liturgy policy does not reflect the quality of current outstanding practice. It should be reviewed in the light of the implementation of the Prayer and Liturgy Directory and include the provision of prayer spaces in classrooms.

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

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

1

Staff and students fully understand the mission statement of ‘growing together in the spirit of Christ’s love’ and use it as an inspiration and guide their daily lives. Students have a deep sense of knowing they are loved and can articulate how the school community acts in solidarity. Staff and students spoke with pride about a voluntary lunchtime Mass that was held for a student who is currently unwell, that was attended by every Year 8 student. Students are highly articulate in their understanding of Gospel values. The principles of Catholic social teaching are lived out in groups such as CAFOD and SVP which are exceptionally well supported by a wide range of students of all ages. Activities such as these help students to grow and own their faith journey which in turn inspires others to share these values and live lives of faith. Students, staff and governors are justifiably passionate about the sense of inclusion and belonging for all in the school. One member of staff, who is from a different faith tradition wrote, *‘My teaching experience at All Hallows has reaffirmed that faith, in all its forms, can unite rather than divide. When we see each other beyond labels and embrace our shared humanity, we create an environment where everyone including students can thrive’.*

From the moment of entering the school as a visitor, there is a wonderful sense of welcome and community; many refer to the school as *‘family’* or *‘home’*. Staff are excellent role models for the students but also speak of how the students are role models to them too, helping in their own formation. This represents a profound level of ‘lived’ mission by all that is truly inspiring to all who are touched by it. Behaviour around the school is outstanding and pastoral care is very strong. Students speak of feeling safe and supported and able to share their concerns with staff and each other without judgement. The school has spent time developing the curriculum into holistic provision and within this remit the programme for relationships, sex and health

education meets statutory and diocesan expectations. The strong and well-articulated Catholic Curriculum that is developed and owned by subject staff ensures that the mission is steeped in learning experiences for students that leads to a joyful community of service.

Leadership within this school has traditionally been very strong and continues to be so. The headteacher has a clear strategy of school development focusing on the conscious evolution of the school to meet the needs of students, capturing the strength of the past whilst ensuring renewed improvement. Governors are insightful in their understanding of, and support for, this approach. They have developed further in their quality assurance and introduced a layered and astute way of gathering information to inform their challenge and support of the headteacher and senior leaders. The systematic inclusion of student voice into this process would enhance it even further. Governors are aware of their role in the preservation and promotion of the Catholic life of the school and this is at the forefront of their decision making. Students and staff highly value the outstanding leadership and impact of the lay chaplain who coordinates a distributed leadership model of Catholic life across the school very effectively. The lay chaplain is passionate about all students and staff embracing the Church's preferential option for the poor. This is seen in many areas of the school, most notably its concept of 'active participation' through service in many different forms.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

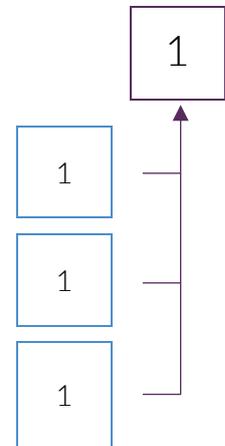
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Students develop excellent knowledge and understanding in their religious education lessons. They demonstrate a keenness to learn from the very beginning of their lessons. Each lesson begins with a recall task. This enables students to embed a secure understanding of complex theological concepts from across the curriculum. The ability of students to work independently, even when completing challenging tasks, is a real strength. For example, in one lower ability Year 7 lesson, students were confident in using Bibles to find scriptural references, and in turn using these to identify the moral sense of a particular passage. Teachers pose challenging questions to students, encouraging them to think deeply which ensures they are actively engaged in lessons. Students take real pride in their work and, consequently, the presentation of their work is exemplary. Students enjoy their lessons, especially the opportunities for creativity. Behaviour in lessons is excellent. The use of personalised learning checklists enables staff and students to accurately assess how well a topic has been understood and to identify appropriate interventions. These can be at a whole-class or individual level. Attainment in religious education is strong, in line with other core subjects, and is higher than national attainment data. However, the lower outcomes from students in receipt of pupil premium is a priority for continued improvement in religious education as well as in many other subjects across the school.

Religious education teachers demonstrate high levels of authentic subject knowledge. This in turn enables them to plan well-structured lessons which allow students to make secure progress. Teachers are ambitious for their students. In observed lessons students of all abilities were able to access challenging content resulting in high levels of religious literacy. Teachers are highly skilled in using questioning to assess student understanding and encouraging them to go deeper in their learning. For example, in one Year 8 lesson, questioning was used to encourage students to refer to scripture, and students were then asked to explain what broke the

relationship between God and humanity. Their work is marked regularly with specific feedback provided by the teacher which students, in turn, respond to in red pen. This means that all students clearly understand what they need to do to make progress in their learning. There are opportunities in lessons for students to meaningfully make sense of their experiences in the world. For example, in a Year 10 lesson on moral authority, students were able to consider the ways in which Jesus is an example for them today. Students are given opportunities to present their learning in a variety of ways including debating and artwork.

The leadership of the religious education department is outstanding. The implementation of the new Religious Education Directory had provided the subject leader with the opportunity to develop a new, well-resourced and engaging curriculum which students enjoy. The religious education department works closely with the higher attaining pupil leader to identify interventions to support the most able students. Consequently, progress for higher attaining students is consistently two thirds of a grade higher than the national average. Religious education has core parity with other subjects. Leaders and governors demonstrate their commitment to high-quality religious education through the rigorous quality assessment process which includes learning walks, work scrutiny and student voice. Teachers in the department have access to bespoke continued professional development which meets their individual needs. For example, three teachers are supported in their work as GCSE examiners. The religious education department offers a wide variety of enrichment activities, including visits to places of worship and the local Catholic sixth form college. This helps to raise students' aspirations and encourages their continued studies in religious education at Post-16.

Collective worship

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

Collective worship key judgement grade

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

1

Leadership

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

1

1

The students are a major strength of this school. They are quite rightly proud of all aspects of school life, including prayer and liturgy which is at the heart of all that is done. Within liturgy students are universally respectful and engage in an appropriate manner including contemplative silence or joining in with choral prayer. The weekly prayer cards that are rooted in scripture provide a focus and basis for liturgy. Within one Year 8 class a student was able to articulate effectively to his peers what the scripture meant to him and the call to action within it. Another Year 8 form had planned an assembly on St John Bosco which involved all students using a range of talents. The school utilises Year 10 prayer buddies to support Year 7 students within form or in small groups, which provides the younger students with strong role models for prayer. This level of interaction typifies the willingness of the students to undertake numerous liturgical ministers and with shining confidence. In conversations students are unabashed and indeed effusive in the proclamation of their faith and the importance of prayer and liturgy to their 'active participation' and consequent actions for the needs of others.

The provision for prayer and liturgy at this school is outstanding. Prayer takes place several times during the day and reflects the liturgical year and the celebration of the saints. It is interwoven into everything that the school does, each department having its own patron saint, scripture and prayer, to provide a sense of identity and togetherness. Scripture is at the heart of liturgy within the school. Prayer cards are provided as a resource for the community and form tutors actively use these as the basis of their daily worship. There is a real sense that these are being used developmentally to empower and challenge form tutors in their role. The next phase within this developmental strategy is to look at the imaginative use of prayer spaces to further enhance the provision. Students spoke with respect about how the liturgy provided by the staff (with the help of the buddies) is varied and fresh. Within form time there were strong examples

of 'go forth' activities being used creatively. Students spoke about dance and drama being brought into prayer, and the social media account is a vivid testament to the creativity of the provision within school. The whole school enactment of the Last Supper with the authentic constituents of the Seder Meal was a particularly powerful example.

School leaders have ensured that many of the structures and processes within the school are a celebration of All Hallows. Forms are named after six different patrons, and these are celebrated throughout the school year. Students and staff recognise how fortunate they are to have such numerous opportunities for liturgy and the weekly celebration of Mass. The already good engagement with parents and parishes has recently strengthened and this is noted by many within the wider community. The school has a policy for prayer and liturgy which perhaps does not underpin the outstanding practice within the school. Leaders acknowledge that the introduction of the Prayer and Liturgy Directory in September provides a real opportunity to re-evaluate this. Leaders provide strong induction for staff who are new to the school as well as ongoing continued professional development. In the last two years the provision for the quality assurance of prayer and liturgy has been enhanced and is now more systematic. It is being used to inform whole staff training regarding prayer and liturgy as well as bespoke mentoring for individuals. The lay chaplain is at the heart of this training and development, but it is widely shared amongst other leaders to enable all staff to understand the centrality of the school's mission as part of their role.

Information about the school

Full name of school	All Hallows Catholic High School
School unique reference number (URN)	119802
School DfE Number (LAESTAB)	8884741
Full postal address of the school	All Hallows Catholic High School, Crabtree Avenue, Penwortham, Preston, PR1 0LN
School phone number	01772 746121
Headteacher	Alison Cooper
Chair of governors	Lisa Kitto
School Website	http://www.allhallows.lancs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-16
Gender of pupils	Mixed
Date of last denominational inspection	20 th March 2018
Previous denominational inspection grade	1

The inspection team

Andrew Dawson	Lead
Jennifer Rowlands	Team
Anthony Pontifex	Team

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