

Diocese of Hallam

SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION



**ALL SAINTS CATHOLIC HIGH SCHOOL
SHEFFIELD**

School URN	107160
Name of Chair of Governors	Mr. Paul Doherty
Name of Head Teacher	Mr. Bob Sawyer
Date of Inspection	21 April 2008
Section 48 Inspector	Ms. Rita Price

".....an enthusiasm for the things of God"

INSPECTION REPORT

Introduction

The Inspection of all Saints Catholic School has been carried out under the requirements of the Education Act 2005, in accordance with the Diocese of Hallam's Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in deepening further the quality of Catholic education provided.

DESCRIPTION OF THE SCHOOL.

All Saint's is an oversubscribed and larger than average 11 – 18 Catholic comprehensive school in Sheffield, in the Diocese of Hallam. It is also a sports college with specialist status and facilities. The school's mission statement describes the school as a 'Christian community, within the tradition of the Catholic Church, working in the spirit of the Gospel'. About half of the students come from Catholic homes and Catholic primary schools within the diocese but the school welcomes and includes children from families of other Christian traditions, other world faiths and those who prefer the philosophy and spiritual dimension the school provides. Students have a wide range of social backgrounds. The school represents a broad cultural mix and wide range of attainment. The school works hard to be inclusive and to provide the best pastoral support. It seeks to work in partnership with homes, primary schools and parishes, and sees these relationships as 'the foundation for developing lifelong wholeness and integrity'.

From within the mission statement the school aims to share a common philosophy of life, teach the truths of faith and the principles of Christian morality, encourage everyone to fulfil their intellectual, spiritual and physical potential and prepare each person for the opportunities, responsibilities and experiences of adult life.

OVERALL EFFECTIVENESS

The inspection findings agree with the school that the overall effectiveness of the school as a Catholic school is good with some outstanding features. Governors and the school's leadership show strong commitment to the school's mission, standards and development. The school presents an accurate self-evaluation summary which reflects the school's good insight and concern to improve further. The school has a strong sense of community. Provision for pastoral care is a particular strength and this underpins the value placed on every student as a person. The Damascus Centre is a key pastoral support and provides a safe system for the withdrawal of students and preparation for their return to class. Senior staff support the Catholic ethos well. The work of the Chaplain coordinator is supported well and this is having a steady impact on the development of prayer and on staff confidence to be involved. The governors and the head have worked hard to recruit and develop a skilled staff team for religious education. Standards reached in religious education external examinations continue to rise above the national norm and set a good example as a lead subject. The department is well qualified and is strong team with much potential. There is good provision for prayer and worship and pupils lead and have clear responsibilities for its delivery. Pupil behaviour is good in class and the school is a calm and pleasant place. Through its self-evaluation, the commitment of governors and staff, and its outstanding leadership, the school shows very good capacity to improve further.

Since the last Inspection.

Since the last Inspection, the school has followed a detailed action plan to address the areas for development. In response, the school now provides 10% curriculum time, has provided two new rooms suitable for religious education and has implemented rigorous procedures to raise attainment in religious education. The department follows a whole school cycle of self-review which includes lesson observations, books scrutiny and analyses of schemes of work. The school has reviewed its policy for sex education and personal relationships education and has continued to develop the spiritual life of the school and the chaplaincy provision.

In order to continue to improve further, and following its own review findings, the school should consider the following:

1. On leadership and management:
 - Review opportunities for staff and leadership in-service training on the Catholic school, including support for the philosophy, ethos and spiritual and moral development.
 - Review ways to connect key leaders within the school structure to support Catholic school development.
 - Consider the governors' committees to include 'Mission and Ethos'
2. On prayer and worship
 - Prioritise the development of a school chaplaincy team, its brief and purpose within the school.
 - Set up simple-to-manage review systems and include the views of those involved.
3. On teaching and learning.
 - Ensure that all the students' class books are regularly marked and comments given.
 - Continue to observe, share and prioritise best teaching and practice across the department.

Continue to share learning initiatives and resources, including skills in technology, e.g. video clips, to support gospel passages.

- Keep informed on current theology and share periodicals and courses.

LEADERSHIP AND MANGEMENT

Governors and the school's senior leadership show extraordinary commitment to the work of All Saints, its development and success. This is firmly rooted in the school's Catholic mission and concern for the young. The head teacher shows outstanding leadership in driving the school forward and a strong pastoral concern for students to achieve and to be inspired by the faith of the school. He is well supported in this task by the staff and by a good sense of purpose around the school. The school welcomes the diverse cultural and academic backgrounds of the pupils and is highly inclusive. It has worked very hard to achieve a climate in which pupils succeed and behave well according to the values of the school. There are clear links between the leadership team and the school chaplain coordinator and these can now be widened. The governors and senior team provide close support for the work of religious education and the staff who teach and work in this area. Tutors and staff understand their contribution to the school. The school works hard to include every pupil fully, support them well and provide a strong pastoral environment. The priorities for school development need now to draw more on the school's Catholic self-evaluation.

COLLECTIVE WORSHIP

Overall, the quality of provision for prayer and collective worship is good, though the school is aware that it offers more potential. The school meets its statutory requirements in providing a daily act of Christian worship. Tutors are willing and growing in confidence to lead prayer. The quality of provision is monitored and supported well by senior staff. Collective worship is planned for the year and the themes named well in advance. This occasion is respectful and pupils arrive, take part, and leave quietly. Students say they have had some opportunities to lead prayer but this needs more attention. At other times voluntary activities are available to enhance the spiritual development of the community including Mass every week and on Holy Days and other feast days The Eucharist is celebrated each term in the houses. The school is pleased with the quality of the liturgies and the way in which these follow the liturgical calendar. The school receives good support from the local priests. The school chapel is well ordered and provides a fitting environment for prayer and quiet time. The chaplain coordinator reports to the deputy head teacher and this supports clear planning and review. The chaplain coordinator provides good support for the development of school prayer and worship and also for fundraising. There are opportunities for pupils to attend retreats and these are proving to be important times. How this work comes together with the key roles which can inspire and support the development of the Catholic life of the school is still developing, for example, senior leadership, the religious educators and pastoral staff and the student council. This needs more review. The lack of a clear chaplaincy team is also restricting the drive for development. Particularly, there is the need to widen the range of prayer and reflection so that the school is enriched with new approaches and rituals and pupils and staff are given the tools to pray in different ways. However, the school is moving towards a chaplaincy team and it has clearly worked steadily to embed and promote prayer and liturgy across the school. The school considers rightly that this is having positive impact on the climate of the school and on the students' spiritual and moral development. Religious retreats provide an opportunity for personal reflection and prayer.

THE SCHOOL'S CONTRIBUTION TO THE PROMOTION OF COMMUNITY COHESION

All Saints' contribution to community cohesion is outstanding. The school welcomes pupils from very different backgrounds and this includes other faith cultures. Pupils speak of everyone being treated fairly and of their good welcome coming into the school. The school keenly promotes and celebrates diversity and recognises the important events in other world faiths.

The school plays host to many people from the local community particularly through its sporting facilities and activities. Students are encouraged to take part in activities locally and beyond. The school is generous with other schools and determined to forge links which support the common good, for example, in working with the LEA to build an 11- 19 special school for students with physical and learning difficulties adjacent to and linking with, a school and with a combined sixth form. The school's own Damascus Centre project continues to develop as a place which supports inclusion and help for individual students through their challenging times.

The school ensures that students are given the opportunity to be involved in charity fundraising and support for the poor at home and abroad. There is active fund-raising for CAFOD. There is a good volunteer culture and many students and staff take part in the local and wider community. The school has good links with other secondary schools and the parents and the parishes. The school chaplain coordinator encourages this work well.

RELIGIOUS EDUCATION

STANDARDS OF ACHIEVEMENT.

Standards reached at Key Stage 3, from classes and from recorded work, are consistent and in line with those expected of students in this age group. The department takes account of the different backgrounds in religious education so that students make sufficient and good progress. A recent focus

on development at Key Stage 3, including an accent on skills and thinking, is helping to raise standards. Staff have recently introduced the new levels of attainment across the Key Stage and students are becoming more familiar with the levels and their expectations.

Achievement is good at Key Stage 4 and over the last 3 years there has been an upward trend, with more students, 79% of the year group, being entered for GCSE. The remainder of students do a GCSE short course. Students gained 67.1% A* - C in 2007, slightly short of the school target but clearly above the national average of 62%. Girls perform slightly better than boys. 97.5% of students entered gained A* to G grades. Students benefit from good revision skills and close support from staff to reach these standards.

Among Post 16 students there is steady increase in take-up at AS in religious studies and in 2007 all 13 students gained grade C and above with nearly all students gaining mainly grades A and B at A2. These were outstanding results in this subject and confirmed by the ALPS teaching grade of 2. The students are following a general programme in religious education newly accredited by the National Open College Network. Students are challenged and well supported. There is good provision for spiritual, moral, social and cultural development through the courses.

TEACHING AND LEARNING

Teaching and learning is good across the department with examples of outstanding lessons. Teachers keep close to the syllabus, show good subject knowledge and work hard to motivate all the students. Good planning, well designed and varied tasks, and careful timing, help to hold the students' interest. Learning objectives and outcomes are clearly defined and achieved. Relationships are good and there is good attention given to the use of names and mutual regard. There are some outstanding examples of staff being natural and personable whilst maintaining control and this plainly impacts on motivation and learning. This can be shared across the department. Teaching assistance is effective in providing support. Pupils behave well in lessons and show regard for the work of the staff.

In the best lessons seen, teaching was strong and questions were used well to extend and connect the students' thinking. This built confidence in students discussing ethics, in revising for GCSE and in discussing Christian Justice issues. The use of white board technology is good. Learning is supported by key words and good classroom display. Tasks are well thought out by the students. More is needed on the checking of learning and understanding beyond the first replies, particularly in the plenary session. Class work is well supported by relevant information displayed around the walls.

The marking of homework and assessments across the department is consistent and there is increasing support for students on how to improve their work. The department needs to address the marking of the students' class work so that it is seen by staff and given due guidance.

THE RELIGIOUS EDUCATION CURRICULUM.

Religious Education is given the required 10% of curriculum time at key stages 3 & 4 and at post 16. The department follows the ICONS programme at Key Stage 3 and good attention to Key Stage 3 has developed this programme well. This scheme takes into account the pupils' previous learning and the need for differentiation. Lessons, materials and resources, including textbooks are available to the students. The department is right to keep the overall curriculum under review and to consider the options available at Key Stage 4. The development in advanced level Theology and in post 16 religious education is appropriate. The department contributes to the school's programme of sex education and personal relationships. The curriculum supports well the development of spiritual and moral education. The department should establish ways to keep abreast of current theology and thinking to inspire its work and its relevance to young people. This is not always reflected in the text books. An example is on the place of Mary in post-Vatican Council belief, her role in the Incarnation and her titles.

LEADERSHIP OF RELIGIOUS EDUCATION

Department staff believe they are well supported by the head and second in department. This leadership encourages high standards and continuous improvement. The department is supported rightly as a lead department in the school. There is strong sense of team work across the department and energy to demonstrate best practice. Governors and the head maintain a strong encouragement for the department and monitor its development and progress. Clear accountability for religious education is exercised by the governing body, head teacher and senior leadership team. The department continues to self-review and this should remain a high priority. More sharing of individual skills and gifts is strongly encouraged across the department, if possible through peer observation. The department must also continue to assess its work in the light of the main outcome of religious education described in the curriculum directory as ‘religious literate young people - -able to think spiritually, ethically and theologically—and able to apply this to their everyday lives.’ .

Summary of Inspection Findings

The overall effectiveness of the school as a Catholic School is good with some outstanding features.
Leadership and management of the Catholic school, including governors, are good with some outstanding examples.
The provision for Collective Worship overall is good with some room for development.
The school's contribution towards Community Cohesion is outstanding.
In religious education, achievement is good.
In religious education, the curriculum meets the interest of learners and this is good.
In religious education, overall leadership is good.

Key for inspection grades: - Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate. (Grade 0: means point not included in this Inspection)

OVERALL EFFECTIVENESS

How effective and efficient is the joint provision of Catholic education in meeting the needs of learners and why?	2
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic/ Christian life of the school/college and of curriculum religious education and its main strengths and areas for development 	2
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	1
<ul style="list-style-type: none"> the capacity to make further improvements 	1

THE CHRISTIAN LIFE OF THE SCHOOL

How effective are leadership and management in developing the Christian life of the school?	2
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation. 	2
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education 	2
<ul style="list-style-type: none"> the quality of the leadership of the head teacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	2
<ul style="list-style-type: none"> the impact of the involvement of the chaplaincy team on the work of the school 	3
<ul style="list-style-type: none"> how effectively the Christian life of the school is monitored and evaluated 	2
<ul style="list-style-type: none"> how effectively leadership at all levels promotes the school's contribution to social cohesion 	1
How good is the quality of Collective Worship?	2
<ul style="list-style-type: none"> the frequency and quality of the provision for prayer, Collective Worship and liturgical life of the school 	2
<ul style="list-style-type: none"> learners' response to the school's provision 	2
<ul style="list-style-type: none"> how well Collective Worship contributes to the spiritual and moral development of the learner 	2

The School's Contribution to the Promotion of Community Cohesion	1

RELIGIOUS EDUCATION

How well do learners achieve in <i>religious education</i>?	2
<ul style="list-style-type: none"> • <i>success in gaining religious literacy, qualifications and learning goals, with trends over time and any significant variations between groups of learners</i> 	2
<ul style="list-style-type: none"> • <i>the standards of learners' work in relation to their capability</i> 	2
<ul style="list-style-type: none"> • <i>learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners</i> 	2
<ul style="list-style-type: none"> • <i>the extent to which learners enjoy their work</i> 	2
<ul style="list-style-type: none"> • <i>the engagement and behaviour of learners</i> 	1
<ul style="list-style-type: none"> • <i>learners' spiritual, moral, social and cultural development</i> 	2
<ul style="list-style-type: none"> • <i>the extent to which learners' contribute to the school and broader community</i> 	2
How effective are teaching and learning in religious education?	2
<ul style="list-style-type: none"> • <i>how well teaching is used to meet learners' needs and curriculum requirements</i> 	1
<ul style="list-style-type: none"> • <i>the suitability and rigour of assessment in planning, monitoring and informing learners' progress</i> 	2
<ul style="list-style-type: none"> • <i>the identification of, and provision for, additional learning needs</i> 	2
<ul style="list-style-type: none"> • <i>the involvement of parents and carers in their children's learning and development</i> 	2
How well does the religious education curriculum meet the needs and interests of learners?	2
<ul style="list-style-type: none"> • <i>the extent to which the religious education curriculum matches learners' aspirations and potential, building on prior attainment and experience</i> 	1
<ul style="list-style-type: none"> • <i>how far the religious education curriculum meets external requirements and is responsive to local circumstances</i> 	2
<ul style="list-style-type: none"> • <i>the extent to which learners are gaining a knowledge and developing an understanding of the teachings, beliefs, values and way of life of other world faiths</i> 	2
<ul style="list-style-type: none"> • <i>the suitability of family life and sex education, education in personal relationships and citizenship education</i> 	2
<ul style="list-style-type: none"> • <i>the extent to which the curriculum in religious education contributes to the spiritual and moral development of the learners</i> 	2
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	2
<ul style="list-style-type: none"> • <i>how effectively subject leaders in religious education lead and support their staff</i> 	2
<ul style="list-style-type: none"> • <i>how effectively performance in religious education is monitored and improved through quality assurance and self-assessment</i> 	2
<ul style="list-style-type: none"> • <i>how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</i> 	1
<ul style="list-style-type: none"> • <i>the adequacy and suitability of staff to ensure that learners are well taught</i> 	2
<ul style="list-style-type: none"> • <i>the adequacy and suitability of learning resources and accommodation</i> 	1
<ul style="list-style-type: none"> • <i>how effectively and efficiently resources are deployed to achieve high standards</i> 	1
<ul style="list-style-type: none"> • <i>the effectiveness with which governors discharge their responsibilities</i> 	2

Data about the School

Type of School	Secondary Comprehensive and Voluntary Aided
Age profile of Students	11- 18
Number on roll Number in the Sixth form	1257 247
Number of Students on Special Educational Needs Register Number of Students with a Statement of Special Educational Needs	
Number of Catholics on roll	51%
Number of members of the Church of England Number of Other Christian Churches	
Number of other Faiths	
School address	All Saints Catholic High School Granville Road, Sheffield, S2 2RJ
Telephone Number	Tel: 0114 2724851.
Fax Number	
Email	jthorpe@allsaintslearning.co.uk
Website	
