

**INSPECTION REPORT**

**All Saints' Catholic High School & Specialist Language College, Haslingden Road, Rawtenstall, BB4 6SJ.**

Inspection date Wednesday 16<sup>th</sup> November 2016

Reporting Inspector Sheldon Logue  
 Richard Woods

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Secondary
URN	119797
Age range of pupils	11-16 years
Number on roll	452
Appropriate authority	The Governing Body
Chair of Governors	Mr Gerard Greenhalgh
Headteacher	Mr Brian McNally
Curriculum Leader Religious Education	Mrs C Atherton
Date of previous inspection	16 <sup>th</sup> -17 <sup>th</sup> November 2011

<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding  2 = Good  3=Requires Improvement  4 = Inadequate
Overall effectiveness of the school	2	
The quality of Catholic Leadership	2	
The quality of the Word	2	
The quality of the Welcome	1	
The quality of Welfare	2	
The quality of Worship	2	
The quality of Witness	2	
The following pages provide reasons to support these judgements		

## **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

All Saints' is an increasingly successful 11-16 comprehensive school, which serves a number of Catholic communities including the primary schools of: St Mary's (Haslingden), St Veronica's, St James-the-Less, St Peter's, St Joseph's, St Mary's (Bacup) and Our Lady & St Anslem's. It is a smaller than average secondary school with 452 pupils on roll, of which 42% are baptised Roman Catholics. This roll has increased over recent years due to the schools rising popularity. The majority of pupils are from white British backgrounds and the proportion of pupils supported by pupil premium is significantly above average, whilst those classified as having special educational needs is average. In the most recent Ofsted inspection, January 2016, the school for the first time in its history, achieved a 'good' grade.

## **OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD**

All Saints' is a good and improving Catholic high school where it is clear that governors, the headteacher and senior leaders are fully committed to their motto "*Luceat Lux Vestra*", which translates as 'let your light shine'. This motto, which is prominent in school literature and around the school, provides a clear focus and direction for the school. Pupils, staff and governors could articulate this motto. The effectiveness of the school is borne out by the creation of a safe, happy and purposeful environment where all pupils are given opportunities to flourish as individuals. It is clear pupils and staff are proud to belong to All Saints'. An emerging aspect of the school is the dedication of governors, leaders and teachers to ensure that recent accolades, for example a good Ofsted, are used as a springboard for future success. These ambitions are viewed as a challenge that will be relished and there is little doubt that there is capacity and drive within the school to ensure this becomes a reality. Support from parents is strong and one parent commented that she made a conscious decision to send her children to the school and had never regretted that decision.

## **KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- Staff and pupil relationships are witness to the Gospel values of compassion, respect and love and these ensure that everyone is treated with dignity; a cornerstone of a good catholic school.
- The governors and headteacher know the strengths of the school and are honest in their evaluation of the areas for improvement. There is a collective ambition to improve outcomes for all pupils.
- Pupils, including those that are vulnerable, are really cared for reflecting the fact that inclusion is paramount and there is strong pastoral care.

## **THE QUALITY OF CATHOLIC LEADERSHIP IS GOOD**

The mission of All Saints' is simple: "Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do". It is clear governors, the headteacher and senior leaders are fully committed to this mission and are ambitious for the All Saints' community. The motto which is "*Luceat Lux Vestra*", translates as 'let your light shine'. Governors and leaders refuse to accept that vulnerable children cannot achieve or use this as an excuse for underachievement. The commitment to inclusion is a strength of the school and permeates all levels. The leadership has invested heavily in religious education provision. For example, investment in RE specialist teachers, employing a school chaplain and ensuring that there are dedicated budgets for the chaplaincy team and liturgies. Staff were very positive regarding leadership of the school, particularly their focus on care of children, but equally on the welfare of staff. Self-evaluation is strong indicating that there is capacity for further improvement. The headteacher can clearly articulate the strengths of All Saints' and areas for improvement. Successful partnerships, for example the local authority Monitoring Improvement Team [MIT], Pixl and advisors, all contributed to the school's success. Spiritual, moral, social and cultural [SMSC] schemes of work evidenced a range of activities and pupils were confident in their understanding of core British values. Celebrating success is a strong feature of the school. The chapel is used weekly for staff briefing and there is a rota for leading the prayers during this briefing.

### **THE QUALITY OF WORD IS GOOD**

Discussions with governors, senior leaders and the curriculum leader with regards to RE outcomes at the end of key stage 4 show an upward trend, but there was honest analysis that there is room for further improvement required. Performance of RE at A\*/A grades are above other core subjects, which is positive. Curriculum provision is 10% of the timetable overall, with more provision at key stage 3 than key stage 4. The curriculum at key stage 3 follows the Religious Education Curriculum Directory [RECD], which meets the statutory requirements and at key stage 4 schemes of work are being developed to ensure appropriateness of the new and robust GCSE curriculum. Inspection evidence supports the schools views on lesson observations. Teaching and learning is improving, due to the appointment of specialist teachers. Through AIM (Additional Intervention Meetings) there is a coherent strategy to track the progress of all pupils, in all year groups. This in turn leads to targeted intervention. This is complemented by withdrawal in order to focus on the key areas of literacy and numeracy. All Saints' is active in a range of diocesan activities, for example, hosting a diocesan celebration for primary schools where All Saints' pupils had an opportunity to develop their leadership skills. Participation on the Catholic Leadership Programme and a range of activities for the Year of Mercy were evident, including display work, charity work and chaplains doing an assembly on prisons with the theme of being reconciliation.

### **THE QUALITY OF WELCOME IS OUTSTANDING**

The welcome at All Saints' is outstanding. Pupils, staff and governors demonstrate a high level of pride and confidence in the community and are eager to showcase the school. All Saints' is a school where inclusion is truly lived and breathed and where all faiths are celebrated. As a governor said, *"all pupils are welcomed, no matter where they come from. Some are very vulnerable, but we welcome them at All Saints': this is rooted in our Christian values of no discrimination: this is a real strength of our school"*. This was said with unabashed pride and this sentiment was a common theme in all interviews undertaken. The student council said that transition arrangements from primary schools was strong, reflecting the commitment to ensuring that pupils feel a sense of belonging to the All Saints' community. This 'belonging' to a Catholic school was reinforced by an annual welcome Mass with whole school participation. In an interview with a range of staff, support staff as well as teachers, there was a unanimous view that All Saints' was a 'small, friendly community' and this is a strength. An example of this was the annual Certificate Evening where pupils, staff and parents celebrate together. Attendance is consistently high reflecting the fact that the pupils are very happy and want to be at the school.

### **THE QUALITY OF WELFARE IS GOOD**

The school embraces John 10:10 to ensure that all pupils not only achieve their potential but also leave school equipped and in readiness for a full and productive life. There is a high level of respect among the pupils and relationships between pupils and staff are very strong. During an interview with a group of pupils a Year 11 pupil stated that it was a *"responsibility for the older pupils to look after those lower down the school"*. This epitomised the strength of relationships that were prevalent throughout the All Saints' community and pupils could articulate simple, yet effective, acts of compassion. Bullying, in all its many forms, was very rare, but where it did occur, pupils were confident that it would be robustly dealt with. The Emmaus room is a significant investment in the welfare of the children, supporting the vulnerable, reducing exclusions and focusing on the needs of individuals with reconciliation at its core. The SENCO is also a member of the senior leadership team. This shows commitment from the school with regards to ensuring pupils are well cared for and they make expected or better progress. Indeed, in a recent IPPR report (May 2016) the school was classed as a *'beacon of good practice'* as a school that addresses inequality. A successful strategy, 'change champions' was implemented to raise aspirations of pupils starting in Year 7. This, was reinforced by the schools 'SHINE' policy which starts with the premise that pupils should strive to 'do the best in everything they do'. Although exclusions are high, this is being addressed through the Emmaus room. Provision for sex and relationships education is delivered through science and religious education lessons and is based around the Church's teaching, which gives pupils the confidence to make sound moral choices. Safeguarding procedures are robust and effective and are a key strength of the school and its ethos.

### **THE QUALITY OF WORSHIP IS GOOD**

Prayer is at the heart of the All Saints' community with each day starting and ending in prayer together. Pupils willingly make a positive contribution to the Catholic life of the school through collective worship within daily form time and weekly assemblies. During an assembly observed by inspectors, the focus was on the topical issue of bullying. Pupil behaviour during this observation was reverent. The beatitude of 'Love Thy Neighbour' was used to reinforce the message that bullying is unchristian. The lay chaplain provides engaging resources, which facilitate discussion and provides a focus for prayer and reflection. The school has begun to evaluate the quality of provision and how it can further support pupil centred, and pupil led, worship. Pupil members of the chaplaincy team plan, prepare and contribute to the many creative masses, celebrations, and charitable events throughout the liturgical year. There are numerous celebrations, including key Masses, for example, the Valley Mass for all local Catholic schools, remembrance services, carol concerts and advent services. These liturgical events are supported by the school choir, alongside numerous departments from across the school, and have a positive impact on the spiritual formation of staff, pupils and governors. Pupils work closely with primary school GIFT pupil chaplaincy teams to jointly plan and contribute to these events as well as providing training for younger pupils. The school leadership has ensured that chaplaincy provision at All Saints is well resourced. To complement these, weekly topical themes are used to further enforce the ethos and to promote British values. In the future, the school should evaluate all this provision including the analysis of participation rates of both pupils and staff.

### **THE QUALITY OF WITNESS IS GOOD**

School leaders, governors, pupils and staff are confident in their witness to the school's mission and purpose as a Catholic community. They all spoke confidently and passionately of how their everyday work lives out that mission; as one school leader stated *"we want every child to be happy, safe and succeed to be what they were created to be...to let their light shine following the example of Christ as our inspiration"*. The newly resourced Emmaus centre is a key strength of All Saints' vision of inclusion and provides living testimony to the values of reconciliation, compassion, justice and forgiveness. The recently formulated 'Shine' policy supports and promotes these core Catholic values, which are evident throughout the school. There are many varied examples of active discipleship demonstrating a deep commitment to local, national and global charitable works. Recent examples include support for RAFT, Cornerstones, Help the Heroes, Cancer Research and an Easter card campaign involving pupil members of the chaplaincy team sending Easter Cards to members of the local community. The school council spoke enthusiastically and with great pride of their work at All Saints' and there are plans to engage further with senior leaders and governors. Transition from Year 6 to Year 7 is a clear strength of the school. Additional tailored programmes of support including the popular summer school are offered alongside provision to ensure that all pupils are given the very best of starts to their time at All Saints.

### **AGREED AREAS FOR DEVELOPMENT:**

- To continue to raise both the attainment and progression of all pupils in religious education, particularly pupil outcomes at the end of key stage 4.
- To ensure that sacred scripture is more prominent, in order to develop a greater understanding of religious literacy.
- To further develop the systematic evaluation of the provision for collective worship, including participation rates and worship that is pupil led.

19<sup>th</sup> November 2016

Dear Pupils

Thank you so much for allowing us into your school on Wednesday 16<sup>th</sup> November to inspect the Catholic life of the school and religious education. As inspectors, it is always a privilege to be in another school and this was no exception.

We were hugely impressed by the way in which you conducted yourselves around the school and during lessons; and in the manner you spoke to us, either formally or informally. It was obvious that you take great pride in your school and you were very articulate in talking about the opportunities All Saints' offers you to develop individually and collectively. The school's motto, 'let your light shine' came through strongly and you use this to motivate you to be successful in your lives. Furthermore, we were impressed with your fundraising efforts to help those who are vulnerable. This demonstrates commitment to core Gospel values.

Mr McNally, the governors and staff are determined to continue to improve your school and ensure that you achieve your best.

Finally, we wish you, your teachers and the school all the best for the future.

Yours sincerely

Sheldon Logue  
Richard Woods

(Section 48 Inspectors)

## Summary Report to Parents

On 16<sup>th</sup> November 2016 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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