



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ALL SAINTS CATHOLIC HIGH SCHOOL

#### KIRKBY

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Inspection Date 1 December 2015

Inspectors Dcn. Paul Mannings Mrs. Barbara Melia

Unique Reference Number 135479

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

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Type of School Catholic, voluntary aided, mixed comprehensive

Age range of pupils 11-18

Number on roll 925

Chair of Governors Mr. John Thornhill

Headteacher Mr. Anthony McGuinness

School address Roughwood Drive  
Kirkby  
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Date of last inspection Wednesday 9 March 2011

# 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 Saints is a Catholic, 11-18, co-educational high school situated within and under the trusteeship of the Archdiocese of Liverpool.
- The governing body was re-constituted in 2015 and a new chair of governors appointed.
- The Headteacher has been in post since April 2015.
- There are 925 pupils on roll of whom 48.1% are baptised Catholics mainly drawn from associated primary schools in the pastoral area.
- There are 16.8% of pupils from other Christian denominations and 0.01% from other world faith or religious traditions.
- The school has 72 teaching staff, 47% of whom are Catholic.
- The Religious Education Department has six members, all qualified in the subject.

## Key for inspection grades

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

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## Overall effectiveness:

Catholic Education at All Saints High School requires improvement.

Governors and leadership have already identified this need. A robust improvement plan is in place. A number of areas are already good.

## Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic life of the school is good.
- Pupils understand the Mission Statement and relate to its promotion of *Love* and *Justice*. They proudly draw attention to how these words are expressed as Gospel values and displayed on the atrium stairways, at the centre of the school. This provides them with a constant reminder of how their mission is to be lived. They are inspired by the adjacent displays giving details of successful pupils from all walks of school life.
- Pupils are clear that school offers them a sense of belonging and safety. They value the staff as role models, committed to developing the talents of all pupils.
- Neither are pupils insular. They provide evidence of their involvement with the parish and wider local community through fundraising and other projects that support the needs of others.
- Pupils understand that All Saints, as a Catholic school, supports their development in living faith informed values. They confirm that Religious Education is a major contributor. The school provides the same level of support for pupils of other faiths, religions and world views.
- They readily identify changes in the school concerning pupils' behaviour. Increased management in challenging any level of disruption is bringing about a growing sense of purpose and stability.
- Student Council and local pupil parliamentary representatives are a credit to the school.
- The next Mission Statement review should maximise this contribution of *Pupil Voice*. They should also be involved in subsequent mission auditing processes.

### How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment of Religious Education requires improvement.
- Leadership is tackling this with purpose and efficiency.
- The judgment takes into account pupils individual stages and starting points. GCSE has only been operational for three years and performance continues to increase, albeit slowly.
- Currently in Key Stage 3 9.5% achieve Level 5 by the end of Year 9, with a further 29.9% reaching Level 6.
- Achievement at GCSE is 47% for A\*-C. This has risen from 29% in 2013 and 39% in 2014.
- In Key Stage 5 there is good performance (100% A\*-E) for the small group undertaking A Level. In general Religious Education rates of progress between Levels 1-3 are good.
- The school's commitment to improvement in teaching and learning, with particular attention to differentiation, will significantly impact upon achievement.
- The effective process for tracking and analysis of pupil progress should be supported by more rigorous monitoring of written work. Work is marked regularly. However, there is a

need for more effective written and verbal dialogue between pupil and teacher. The processes for *What Went Well* and *Even Better* should be more diagnostic in their focus upon how pupils should answer questions and so improve attainment. In the book sample there was little evidence of Religious Education Levels of Attainment. In class, there is some evidence of usage. Levels and GCSE grades are the required indicators with which pupils can effectively dialogue about their rates of progress.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- Collective Worship is a good dimension to pupils' experiences of public and private prayer.
- They listen, reflect and make positive comments. Its presentation assists with their Liturgical formation.
- When interviewed, pupils indicated a preference for year group gatherings because they regard them as more interesting and varied.
- Pupils described good experiences of Collective Worship as encouraging them to apply the content to their lives. There are many occasions when they feel challenged to take action to support the needs of others.
- Pupils appreciate that Collective Worship offers them personal space.
- They agree there is scope for their personal involvement. Many pupils prefer to be private participants. A significant number would like regular training in active participation and leadership.
- On the day of inspection, one group had created a video production. Members of another group were encouraged to discuss and to share. Both acts of worship were creative and held the community together through a sense of purpose.
- Pupils state that the content contributes to Catholic life through occasions to be part of Liturgical services. The content offers them guidance in Gospel values for their daily working and recreational lives.
- They regard as highly important, the regular inclusion of other world faiths and religions. This also enables celebration where appropriate. Pupils commented upon how this reinforces links to knowledge and understanding provided in Religious Education. Several also commented upon how such inclusion guards against or minimised the effects of many of the stereotypical negative images featured in news and social media.
- Further discussion commended Collective Worship's varied and balanced handling of major world events.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education requires improvement.
- Leadership and teachers are addressing this issue through a thoroughly planned process of in-school training, links with centres of best practice and participation in the national programme for Teaching Leaders.
- On the day of inspection good elements included a calm classroom atmosphere and good relationships. Content was well planned with clear routes of progress for most pupils.
- Departmental strengths include examples of methodical preparation, structure and creativity.
- Overall, however, lessons lack balanced planning. Starters are prolonged. There is a need to make every minute count in all lessons. This is particularly important during instances of unavoidably staggered arrivals at the start of lessons.

- Varying levels of pupil disruption is partially the result of a lack of work challenge and stimulation. There is also a need for zero toleration of any element of pupil disruption. Teachers should establish boundaries for acceptable noise levels. This should be coupled with the need for pupils to be trained to listen to each other and to work as a collaborative team.
- Many lessons lack a robust and business-like approach. Teachers' conversation is prolonged. A generally slow pace and work not pitched at the correct level is detracting from progress.
- Pupils showing signs of connectedness and enthusiasm require greater encouragement.
- Teachers do monitor progress during times of independent and group work. Care should be taken to set realistic timescales for completion of tasks. Any signs of disengagement should cause teachers to bring the class together and to share learning at that stage.
- Teaching strategies require more movement amongst pupils as opposed to remaining stationary. Pupils will in turn perceive teachers hands-on involvement.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The content should be further enriched by greater differentiation within starters, main contents and extension tasks. All assessments should be linked to Religious Education Levels of Attainment.
- In Key Stages 3 and 4 pupils receive 10% curriculum time. There is 5% for the general course in Key Stage 5. This fulfils the requirements of the Bishops of England and Wales. There is generous 20% provision for AS and A level.
- In Key Stage 3 the required programme, *People of God – Called to Serve*, is being carefully phased-in. The school has generously supported its national development through the deployment of a member of staff who strongly assists the diocesan working group.
- The GCSE course is available for almost all pupils in Key Stage 4. This has been introduced since the last inspection to ensure a fully accredited route for pupils and to raise the profile of Religious Education.
- In Key Stage 5 the established and successful AS and A level course would benefit from serious marketing amongst pupils in Year 11.
- The post 16 accredited course in general Religious Education 16 is followed by all students. The content is well structured and popular.
- Members of the department have produced many quality resources. These contain careful use of Scripture to underpin Catholic Social Teaching
- The curriculum is well resourced with other world faiths and religions.
- There is strong and identifiable coverage of both the Prevent Agenda and of British Values. This is implicit within the sharing of Gospel values, applied to daily citizenship.
- Consequently the school is fulfilling the requirements of the 2012 Religious Education Curriculum Directory.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is good.
- There is a practical process for monitoring, which includes each phase of leadership, together with the head of Religious Education. Together they ensure consistency and quality of provision. Outcomes form the basis to direct in-service needs.
- They have identified several areas for continued development, namely regular training provision for staff and pupils in leadership and in practical participation. These sessions should include informed training in public speaking and general skills of presentation.
- Form and year groups gather weekly. Time is set aside for staff to share prayer.

- New provision includes an annual, well acclaimed and supported Mass for staff and a Mass for new pupils.
- Weekly themes are produced as starting points for staff and pupils. This enables leaders and participants to have foundation materials from which to shape their own resources.
- The school wishes to further enhance its inclusion of world faiths by more frequent invitations to guest speakers.
- Provision includes use of the chapel and the atrium. The latter has a particular significance in being space where prayer and worship takes place at the hub of the community's daily travels around school.
- The school is clear in its separation of business from prayer during assembly time and Collective Worship. Leaders are skilled in drawing together the key messages of prayer.
- Pupils are enabled to share prayer time with the staff. Currently during year group worship it is appropriate for staff to stand alongside the rows of pupils. In the future the staff might consider taking their places amongst pupils, so making provision truly collective.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils**

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is evident in the growing sense of purpose amidst pupils and staff. It is further evident within the Section 48 Self Evaluation Document which identifies the need to further develop Catholic life collaboration between governors, senior leaders, pupils and staff, together with the wider community. This is preparatory to the planned Mission Statement review process.
- Senior leaders are actively promoting the school. To this end several are members of local primary school governing bodies.
- School departments provide reports itemising their contribution to Catholic life. These also will be useful materials for the mission review.
- The chaplain is a priest, the dean of the pastoral area. This ministry is of unfathomable value. The chaplain has been in situ for many years. He has the scope to be available for the school on a twenty four hour basis. His presence is visible and practical. Pupils in particular value his rapport, counsel and support.
- The vision of the Headteacher is to ensure home, school and parish partnership; for Catholic life to penetrate every element of spiritual, moral, social and cultural development.
- The Headteacher is especially concerned that the school's Gospel values should motivate all pupils regardless of faith or world view. This is not in any sense a promotion of evangelisation. Rather, it is an invitation for the whole community to share Catholic life in whatever way is appropriate to each individual.
- Consequently Catholic life at All Saints strives to work with and for the common good of all, within a wider community that contains much social deprivation and equally as much potential for positivity and generosity.

**How well leaders, governors and managers promote, monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils**

- Leaders, governors and managers require improvement in implementing provision for Religious Education.

- They are good in their monitoring and evaluating of the needs of religious Education and in the ways in which they are planning and implementing improvement to outcomes for pupils. This too is evident in the Section 48 Self Evaluation Document in terms of content and accurate grading of rates of progress.
- Members of the department are conscientious and hardworking, with the capacity for improvement. They are keen to benefit from the process in place to improve teaching and learning. This includes bespoke practical provision according to need. For example there is a focus on creating learning environments that stimulate pupil interest and a sense of belonging. Teachers in all departments collaborate to share good practice. This provision has also extended to include input from other schools. In addition members of department attend all sessions provided by the diocese.
- There is a tangible generosity within the department toward the needs of pupils. One key example is the provision for out of school GCSE support.
- There is a useful and practical departmental handbook.
- Departmental staff will benefit from greater rates of shared input into their management of raising pupil achievement. Personal strengths should be deployed. The good departmental resources can be divided amongst staff and further differentiated.
- The department should consider frequent and informal practical gatherings to ensure a running standardisation of marking and assessment.
- There is much to be done. However, the departmental infrastructure is in place to become good or better within a realistic timescale.

### **What the school needs to do to improve further?**

- Further enrich Catholic life by:
  - Including pupils in the next Mission Statement review;
  - Continuing to develop collaborative contributions by governors, senior leaders, pupils and staff.
- Continue the rate of development in Collective Worship by:
  - Establishing a consistent process for staff training according to need;
  - Providing scope for even more pupil leadership and interaction.
- Raise pupil achievement through improved teaching and learning by:
  - Teachers ensuring an efficient, business like and exciting approach to lessons;
  - Challenging and differentiated styles that motivates pupils and works toward a zero tolerance of any level of pupil misbehaviour and disengagement;
  - Planning of lesson content that ensures that timings of activities are realistic in supporting pupil motivation;
  - Ensuring that in lessons, every minute counts;
  - Rigorous monitoring of pupils written work in terms of dialogue between pupils and teachers;
  - Effective use of Religious Education Levels of Attainment and GCSE grades as progress benchmarks;
  - Sharing of successful strategies;
  - Sufficient meetings to monitor progress;
  - Use of the above toward seriously increasing rates of individual performance in Key Stages 3 and 4.

# INSPECTION JUDGEMENTS

## ***OVERALL EFFECTIVENESS***

How effective the school is in providing Catholic Education	3
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## ***OUTCOMES FOR PUPILS***

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils achieve and enjoy their learning in Religious Education	3
How well pupils respond to and participate in the school's Collective Worship	2

## ***PROVISION***

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	3
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## ***LEADERS AND MANAGERS***

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

<b><i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i></b>
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