

# DIOCESE OF PORTSMOUTH VALIDATION REPORT



## All Hallows Catholic School and Sixth Form College

Weybourne Road, Farnham, Surrey GU9 9HF

URN: 125315  
 Date of previous validation: 28<sup>th</sup> and 29<sup>th</sup> June 2016  
 Date of this validation: 6<sup>th</sup> July 2022

<b>Overall effectiveness:</b>	<b>Outstanding</b>		
<b>The school community:</b>	<b>Outstanding</b>	<b>Attainment and progress in RE:</b>	<b>Outstanding</b>
<b>The wider community:</b>	<b>Outstanding</b>	<b>Quality of teaching in RE:</b>	<b>Outstanding</b>
<b>Spiritual development:</b>	<b>Outstanding</b>	<b>Leadership and management of RE:</b>	<b>Outstanding</b>
<b>Moral development:</b>	<b>Outstanding</b>	<b>Leadership and management:</b>	<b>Outstanding</b>

### This is an outstanding school.

- All Hallows is a school where the vision to ‘*form happy, successful students who reach their full potential and leave school with integrity and moral purpose*’ is shared, understood, and lived by all members of the school community. Staff and governors put students at the heart of everything, demonstrably guided by the truth and love of Christ.
- Students are proud to belong to All Hallows. They prize their education and value the huge range of opportunities offered to them by dedicated and caring members of staff.
- Students are very open and genuinely happy to be in school and taking part in prayer and worship. Students are loved and know they are loved.
- RE teaching is mostly outstanding, or good with outstanding elements. There are a variety of methods used to help students explore and analyse beliefs and practices.
- Relationships in the RE department are a real strength. There is palpable mutual respect in classrooms and the engagement of pupils is exceptional. Students greatly value the space that RE gives them to explore their faith both on academic and personal levels.
- A very large majority (94.3%) of parents would recommend All Hallows to another family. ‘*The care and nurture my children have received is exemplary and their teachers go above and beyond by a mile*’.
- Parents are extremely positive about the impact of the headteacher in his first years in post and staff join them in feeling he has brought stability and positivity to the school community. ‘*Both my children speak highly of the teachers and the head saying he is always popping into lessons, is very visible and approachable*’.
- The governing body are a very impressive and vital part of the school community. Their contribution to the strategic direction of the school is clear and their procedures for monitoring and challenge are robust.

### What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- Develop student voice and leadership opportunities throughout the school, particularly in terms of the leadership of prayer and liturgy.
- Standardise assessment in RE to ensure students always know how well they are doing and what they need to do to improve their progress.

## Full Report

### The school as a Catholic community

The school community:

**Outstanding**

The wider community:

**Outstanding**

- All Hallows is a school where the vision to *'form happy, successful students who reach their full potential and leave school with integrity and moral purpose'* is shared, understood, and lived by all members of the school community. Staff and governors put students at the heart of everything, demonstrably guided by the truth and love of Christ.
- The exceptional school environment illustrates this student-centred philosophy. The everyday surroundings are of an uplifting quality providing a positive environment for learning and leaving students feeling valued. This considered and deliberate enhancement of the student experience is recognised and appreciated by students of all ages as exceptional.
- Charity fundraising is exceptional, with over £20,000 raised by the school community in the past year to support a wide range of charities. The school fete has recently been reinstated, renewing established links with the wider local community.
- There is a thriving house system that further builds identity and belonging. Students are rewarded for the part they play herein for individual efforts.
- The Catholic life of the school was kept alive throughout the pandemic with assemblies shared on Teams, on site reflections in year group bubbles and other opportunities for the whole school community to worship and reflect together.
- The RE team have contributed to the drive to rebuild and re-establish the sense of community after the impact of the pandemic by supporting the Catholic life of the school, both directly and through their teaching. This has helped students to focus on their Catholic community and engage with rich and challenging questions about faith and spirituality.
- The overwhelming sense of family is shared and fostered by all members of the school community, witnessed, for example in the very high numbers of staff who are ex-students. In the recent survey a parent said *'All Hallows is a unique community, and one which I believe is very rare. It is full of wonderful people who live out the true meaning of being a Catholic.'*
- Students are proud to belong to All Hallows. They prize their education and value the huge range of opportunities offered to them by dedicated and caring members of staff.
- Steadfast supportive and enriching contributions from both members of the clergy from local parishes has been invaluable to the school community, particularly during recent tragic events. Their readiness to be of service to the school community, from an immediate response to tragedy to attending PSHE lessons to answer students' searching questions, is fundamental to the authenticity of the Catholic life of the school and is gratefully received by the headteacher and the whole school community.
- The school serves 12 parishes across two dioceses, with particularly close ties for students and staff with the Aldershot Catholic Community and St Joan of Arc, Farnham who see the school as an extension of their parishes.

### Curriculum religious education

Attainment and progress:

**Outstanding**

Quality of teaching:

**Outstanding**

Leadership and management of RE:

**Outstanding**

- Attainment in RE at GCSE is significantly above the national average and aspirational targets are used to maintain high expectations across all key stages.
- RE teaching is mostly outstanding, or good with outstanding elements. There are a variety of methods used to help students explore and analyse beliefs and practices. Students are able to articulate their learning journeys although assessment needs to be standardised to ensure all students always know what they need to do to improve their progress.

- Sixth Form RE lessons demonstrate a high level of intellectual rigour. Staff develop students' understanding by skilled questioning and expert subject knowledge. Students are curious and are happy to clarify, question and enter into dialogue. Applications for A Level RE have increased significantly for September 2022.
- General RE in the 6<sup>th</sup> Form has been overhauled to create a bespoke, exciting and meaningful programme for students. Focused on theological and ethical concepts, students value some degree of autonomy in their learning journey and some wanted it to continue beyond the exams.
- Relationships in the RE department are a real strength. There is palpable mutual respect in classrooms and the engagement of students is exceptional. Students greatly value the space that RE gives them to explore their faith both on academic and personal levels.
- The extra-curricular clubs - The Just Club, RE Film Club and Philosophy Club - engage and inspire students and attract a large number of members.
- The RE team is passionate and dedicated, with strong subject knowledge. They are enthusiastically and effectively led and are consistently striving to improve the experience for students through innovative curriculum design and warm, positive behaviour management.

### Spiritual and moral development

Spiritual development:

**Outstanding**

Moral development:

**Outstanding**

- Students feel safe in school and say that there is always someone they can go to for support. Staff know their students well and are exemplary in terms of acting *in loco parentis*. Students are loved, and know they are loved.
- Spiritual development is freely available to all students and was still there, and still lived, during the pandemic.
- Students are very open and genuinely happy to be in school and taking part in prayer and worship. Students are keen for more opportunities for student leadership of prayer and liturgy. *'I would like more time to pray together, it calms and focusses everyone and starts the day really well'* Year 10 student.
- Behaviour is impeccable both in unsupervised time and in class, and staff presence across the site is calm, authoritative, and respected by students.
- Reconciliation is a characteristic of effective behaviour management and rewards linked to the schools' core values are appreciated by students, particularly throughout key stage 3.
- The formal induction of staff into the Catholic life of the school led by the assistant headteacher (Catholic life) is very effective and valued by staff. Informal approaches to RE staff and Catholic pastoral leaders also provide staff with effective guidance and support, enabling staff to feel comfortable and fully engaged in the Catholic life of the school.
- The refurbished chapel is valued by both staff and students and is always open for prayer and reflection. Clergy visit regularly to celebrate Mass and often go into RE lessons.
- Worship coordination is varied and thorough with a clear vision for development next year. A programme of reflection days for students has been reinstated and house liturgies have been developed to expand and enrich the experience for students.
- The schools' core values are frequently referenced in collective worship and throughout the school day. Students value these as moral touchstones and can readily articulate their meaning and impact in the lives.

### Leadership and management:

**Outstanding**

- The headteacher's total loyalty and love for the school shines through everything and everyone. Parents are extremely positive about the impact of the headteacher in his first years

in post and staff join them in feeling he has brought stability and positivity to the school community.

- The new and developing senior leadership team are effective and staff feel they are very approachable. The embedded sense of servant leadership is valued both by members of the team and the wider staff.
- Staff have a clearly shared vision illustrated in part by all staff joining in prayer together in unison with passion and commitment as an impressive leveller at the start of the day. Leaders at all levels have had the opportunity to interpret and apply the whole school mission in the context of their teams.
- Leaders are overt in their modelling how to support and strengthen the Catholic life of the school and provide opportunities for formation for all members of staff.
- The governing body are a very impressive and vital part of the school community. Their contribution to the strategic direction of the school is clear and their procedures for monitoring and challenge are robust.

### School details

<b>Name of school</b>	All Hallows Catholic School and Sixth Form College		
<b>URN:</b>	125315	<b>Number of pupils on roll:</b>	1383
<b>Age range of pupils:</b>	11- 18	<b>Gender of pupils:</b>	Mixed
<b>Chair of Governors:</b>	Ian Anderson	<b>Headteacher:</b>	Mark Baines

All Hallows Catholic School and Sixth Form college is a larger than average secondary school in the Diocese of Portsmouth serving 12 Catholic parishes in both Portsmouth, and Arundel and Brighton Dioceses. The majority (83%) of students are Catholic, with approximately 13% of students from other Christian denominations and 4% from other faith backgrounds. The proportion of students with special educational needs is below the national average as is the proportion of students who are in receipt of pupil premium. The proportion of students from minority ethnic backgrounds is below the national average as is the percentage of students speaking English as an additional language.

### Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

#### Validation Team

Lead Validator: Lyn Bourne

Assistant Validators: John Wright and Teresa Cripps

#### Activities Carried Out as Part of the Validation

- Parental survey
- Attendance at staff briefing
- Observations of worship
- Meetings with various members of the school community
- Learning/ethos walks with pupils
- RE lesson observations
- RE work scrutiny

### Conclusion

The team would like to thank the school for engaging so positively with the validation process and for extending such a warm welcome.