



## Catholic Schools Inspectorate inspection report for **All Saints Catholic High School**

URN: 135479

Carried out on behalf of the Most Rev. Malcom McMahon, Archbishop of Liverpool on:

Date: 4-5<sup>th</sup> May 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	x
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The school has been transformed by the inspirational leadership of the headteacher and there is now a culture of high aspiration and genuine care. All staff buy into this culture and are unwavering advocates of love and justice within the All Saints family.
- The staff are justifiably proud of their school. There is an exceptionally welcoming atmosphere and a tangible warmth to the school which reflects a culture of mutual respect.
- The headteacher, governors, chaplain and other leaders are committed to All Saints Catholic High School becoming an outstanding Catholic school in all areas. They have a detailed and accurate understanding of the current strengths of the school and ambitious plans to develop this school further.

- The chaplaincy provision within the school is outstanding and has a genuine focus on including every individual in their development as a person.
- The school provides an outstanding range of opportunities for its pupils to grow and develop.

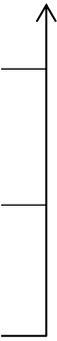
What the school needs to improve:

- Pupils and staff need to be able to articulate effectively why Christ is at the centre of all that they do.
- Continue the strong improvement of Religious Education in terms of both time allocation and with real focus on the quality of teaching and learning to enable it to become outstanding.
- Broaden the development of skills and understanding of leading prayer and liturgy in the best Catholic tradition within each form.

## 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:.....	1
<b>Pupil outcomes</b> The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....	2
<b>Provision</b> The quality of provision for the Catholic life and mission of the school .....	1
<b>Leadership</b> How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....	1



Students are proud of their school and able to articulate the concept of the All Saints Family and how their faith joins them together. Students very clearly express how they are loved and cared for, and the concept of family resonates; one student said, “We are like a home, a big, massive family, a safe haven”. Their behaviour around the school is very good. There are strong levels of engagement in lessons. Movement around the school is purposeful and safe. Students recognise that chaplaincy provision is outstanding and has improved considerably since the appointment of the chaplain. They talk with pride about his work. Participation in the numerous chaplaincy activities is very high and there is a conscious effort to ensure that this is representative of the whole community, not just a small self-selecting group. Indeed, within chaplaincy there is a fundamental principle lived out focusing upon supporting the most vulnerable. This is having a profound and positive impact on their lives. Students understand that the school community is Catholic. There is a strong sense of service and responsibility for each other, but they are not always able to articulate the reason for this. Similarly, whilst students are actively engaged in a wide range of activities such as collecting for the local food bank, they cannot fully explain the Catholic Social Teaching which underpins their actions.

The mission is displayed around the school and lived out daily, yet the example of how it is experienced by students is more vivid than its articulation. The staff completely embrace the mission statement resulting in a community that is welcoming, joyful and supportive. Staff are passionate about belonging to this school and a very strong emphasis is placed on the dignity of each person. A significant number talk from personal experience about how this has had a direct and positive influence on them, particularly in their most vulnerable moments. Staff act as strong role models and are very generous in providing for individuals in need and supporting the wider

community. The pastoral care provided by the school is outstanding. All students are known as individuals and support is tailored to need. This is combined with high expectation of what all can do and go on to achieve. There is outstanding provision for relationships, sex and health education. Its content is carefully planned, bespoke to the needs of this community and shaped by student voice. At the same time, it is adaptive to emerging needs in the locality and has a real relevance to the lives of students.

The headteacher has led the transformation of this school. He has placed the mission at its heart, which is lived out by all on a daily basis within and beyond the school gates. The headteacher's strong personal faith, aligned with his sense of vocation to this school and community has inspired others to live this out through their words and actions; evangelising in a united Catholic purpose. All staff, particularly those who have journeyed with the headteacher in the transformation of this school, testify to the centrality and heart of its lived-out mission through a common sense of belonging to the All Saints family. The school has high levels of support from parents who recognise the tangible improvement that has been achieved and appreciate the sense of partnership. The governors support the school in their journey. They have invested significant resources into chaplaincy and enthusiastically endorse the injection of energy and living witness of the relatively recently appointed chaplain. There are clear plans to further enhance the centrality of Catholic life by nurturing student leadership, ensuring that mission is at the heart of each subject curriculum and involving all stakeholders in its evaluation and development.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

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

2

### Leadership

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

2



Outcomes in religious education at GCSE have increased significantly. Since 2019 the percentage of grades 7-9 has trebled whilst grades 5-9 has nearly doubled. This is a good record of improvement and, whilst lower than the other core subjects, it is generally reflective of progress in the school. Levels of entry within religious education vary. In 2022 entry levels within religious were well below those within English and Mathematics. This was an exception and this year's entry reflects previous norms. Within lessons there is generally a good level of student engagement. There is enjoyment and good behaviour. Students respond well to discussion and the quality of presentation is high. There is a clear focus on supporting the whole school policy of literacy. Students are pre-taught essential vocabulary to access the lesson and there is a common practice of reading aloud. Students recall prior learning effectively.

The teachers are very committed to the school and the centrality of Religious Education. Teachers have very strong subject knowledge and are keen to enhance their own professional development. Four members of the religious education team are examiners for GCSE and the expertise that they have developed is visible within lessons and actively shared with students. In Year 11 lessons that were observed, teachers were rigorously modelling expectations by utilising the professional knowledge they have developed as examiners. Exercise books demonstrate a variety of tasks for students. However, there is an over emphasis on the development of knowledge at all levels at the expense of some independence. Exercise books are marked but the quality of diagnostic feedback to aid progress is inconsistent. There is similar variation in the quality of questioning and assessment of students' understanding in lessons. Where this is not happening, it is preventing the teacher determining the next steps in learning.

The Headteacher and Governors place a strong emphasis on religious education. It is high profile and high priority. The capitation provided for religious education is comparable to other core subjects. The department benefits from suited rooms that are generously resourced. The school invests heavily in continuous professional development for its teachers both in pedagogy and subject specific knowledge with good links to the Archdiocese. The subject leader is passionate about his subject. He is a very strong role model for Catholic life and engenders strong respect from the staff. There is a good curriculum which reflects Archdiocesan expectations and is also adapted to reflect local need. A key example is expressed in the Year 7 curriculum which fosters a strong sense of belonging to the school and the community whilst developing a sense of uniqueness. It is enhanced further by enrichment which includes visits to other places of worship. This in turn supports the inclusive culture that permeates the school. The subject leader has similarly developed a bespoke programme, with Archdiocesan support, to cater for the needs of the post-16 students at the school. However, the current time allocation for Religious Education in Years 8 and 9 is not compliant with Bishops' requirements. The school acknowledges this, and well qualified staff have been recruited and plans are in place to ensure compliance from September 2023. The senior leadership team undertake a thorough self-evaluation process which is evidence based and focused upon the principle of continuous improvement. The Headteacher has a very clear understanding of the relative strengths and areas for development and plans are already in place for further improvement to already sound provision.

## Collective worship

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

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

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

2

Please write 600 words explaining the judgements arrived at for Catholic life and mission. Write a paragraph on each of the three areas: outcomes; provision and leadership.

Students across school engage readily in experiences of prayer and liturgy in whole year school celebrations, in retreats and pilgrimages. They value the time given to reflection and to opportunities which direct their thoughts towards God and themselves as made in His image. Especially popular are retreat experiences at "Dolly Hall" and Savio House. The students' experiences include a variety of prayer forms in which the senses are engaged. Under the guidance of strong leadership, a number of students prepare and take leading roles in various liturgies and celebrations. Prayer and liturgy, together with the whole curriculum influences the wider Catholic life of the school and students can articulate how both aspects affects their actions in everyday life. During form time, students volunteer to read and lead parts of the liturgy but are not routinely or widely involved in its preparation.

Prayer is central to the life of All Saints. It is part of the daily diet and underlines all that takes place. Its provision is carefully planned, and popular weekly prayer opportunities exist for staff. Whole school and group prayer experiences in the Catholic tradition are varied and offer participants a range of ways to pray, including meditation, contemplation, pilgrimage, *lectio divina* and community worship, which include the sacraments of the Eucharist, Confirmation and Reconciliation. Sacred Scripture forms the basis for reflection and its selection is well supported. Senior staff, including the headteacher and chaplain, are inspiring models of exemplary practice to other staff and students. Relevant staff support the planning of prayer and liturgy and have a thorough understanding of liturgical norms. Whole school and cohort celebrations are supported by the use of music and other art forms. A particular form prayer session was enhanced by background music and subdued lighting. These were noted by both staff and students as very positive experiences

drawing the whole community together. All students are able to participate in daily prayer and worship within form time. However, the quality of this is inconsistent. Whilst some students receive rich opportunities which engage them and offer relevance to their own lives, other students have a more perfunctory experience of prayer and worship. Leaders understand the different levels of participation in prayer and strategies are in place to develop students' skills in their engagement and leadership.

The school's policy on prayer and liturgy is clear and supports staff in their practice. The school diary is planned in line with the Church's year, mindful of sacramental celebrations and significant days pertinent to All Saints, such as the feast of St John Bosco. The Sacrament of Confirmation this year, celebrated with the Archbishop, was a particular high point as it moved out of pandemic restrictions and worked towards restoration of closer association with the local Catholic parishes. Continued spiritual and professional development has focused on staff formation in prayer and liturgy. The school understands it would benefit further through a deeper understanding of the nature of prayer as a communion with God using the fourfold structure of gather, listen, respond and go forth. The chaplain has a deep understanding and knowledge of Catholic tradition in prayer and of the needs of the community of All Saints. He is passionate in embedding this into the prayer life of the school community. This work is overwhelmingly supported by the headteacher and the governing body, financially, through time provision and in professional impetus. Prayer is monitored and evaluated by leaders and governors and would benefit further from the considered input of the students.

## Information about the school

Full name of school	All Saints Catholic High School
School unique reference number (URN)	135479
Full postal address of the school	Roughwood Drive, Kirkby, Knowsley, Merseyside, L33 8XF
School phone number	0151 477 8740
Name of head teacher or principal	Mr Tony McGuinness
Chair of governing board	Mr John Thornhill
School Website	<a href="#">All Saints CHS</a>
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Secondary comprehensive
School category	Voluntary aided
Age-range of pupils	11-19
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	1 <sup>st</sup> December 2015
Previous denominational inspection grade	Requires Improvement

## The inspection team

Andrew Dawson	Lead inspector
Alan Saunders	Team inspector
Louise Conway	Team inspector

## 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