

## DIOCESAN INSPECTION REPORT

# All Saints V.A Catholic School

Mill Mount Lane, York, North Yorkshire, YO24 1BJ

School Unique Reference Number: **121720**

<b>Inspection dates:</b>	29 – 30 June 2022
<b>Lead inspector:</b>	Rosa Flanagan
<b>Team inspector:</b>	Mark Ryan & Helen Pepper

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

All Saints V.A Catholic School is a good Catholic school because:

- All Saints is a warm, welcoming school where every member of the school community is valued. The Catholic Life of the school permeates through all aspects of school life. Staff are deeply committed to the Catholic nature of the school.
- Students are extremely proud to attend All Saints. They are very well supported by an excellent pastoral care system that runs throughout the school. Students have a strong sense of justice and a desire to help others and make the world around them a better place.
- Collective Worship is outstanding and is a daily feature in morning routines. Pupils have opportunities to plan, lead and contribute to prayers and liturgies. Pupils clearly articulate the impact of Collective Worship on their lives, and it is a highly valued routine that is deeply embedded within the school. Leaders are keen to further implement the strong routines and opportunities for student led worship in the sixth form to achieve a consistent approach to worship across all year groups in the school.
- The quality of Religious Education (RE) is good. Teaching is mostly good. Pupils enjoy RE lessons. There are high standards and expectations in key stage 4 (KS4) and key stage (KS5), however this is not fully evident in key stage 3 (KS3). Monitoring systems are in place but require further rigour to effectively evidence change and development.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- All Saints School is an 11-18 Catholic Voluntary Aided comprehensive school which is an associate member of the St Margaret Clitherow Catholic Academy Trust. The school is situated in the centre of York and serves pupils from a wide geographical area.
- All Saints serves 8 parishes in York and 8 parishes outside of York.
- There are 1,420 pupils on roll.
- 13% of pupils are on the Special Educational Needs and Disability (SEND) register, with 1% of pupils having an Education, Health and Care Plan (EHCP).
- 20% of pupils are eligible for pupil premium funding
- 60% of pupils are baptised Roman Catholic, with 23% from other Christian denominations, 0.5% from other world faiths and 8.5% with no religious affiliation.
- Within the RE department there are 5 full time teachers, and 3 part-time teachers. All are subject specialists.
- The timetable provides pupils with the required amount of curriculum RE with 10% in key stages 3 and 4, and 5% in key stage 5.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop provision of Collective Worship in the sixth form by:
  - Creating regular opportunities for students to plan and lead worship
- To improve the quality of leadership in Religious Education by:
  - Improving teaching and learning so there is greater challenge and higher expectations for pupil's written work, especially in Key Stage 3.
  - Ensure rigorous monitoring of teaching and learning across the department.
- To ensure Catholic Social Teaching is systemically planned to impact on the wider curriculum by:
  - Creating a strategic plan to embed it across the curriculum.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

1

1

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The mission statement of the school is lived out through the school motto of 'Faith – Love – Unity' by both pupils and staff. Pupils regularly referred to the school as their 'community' and their deep sense of belonging. The behaviour of students around the school was exemplary and reflects the school ethos and commitment to faith.
- Pupils have a strong sense of justice and want to help others. Charity events are a frequent event on the school's calendar. Students have taken part in a charity 'sleep out' alongside sponsored swims, runs and walks across different year groups.
- The Growing in Faith Together (GIFT) team are a driving force for wanting to make the world a better place. Pupils described All Saints as 'an environment where you feel you can make a change.' This is lived out through their student leadership which includes current members training up students new to the team. The GIFT team have helped raise money and awareness for the conflict in Ukraine, as well as organising a forthcoming 'World Cultures Day' to help other students become more aware of other religions and cultures.
- The pastoral care students receive is outstanding. Throughout the inspection pupils expressed how supported and safe they felt. Pupils are known individually and feel valued. Staff describe the pastoral care as the 'glue of the school' and work to ensure that no child is left behind.
- Staff across the school recognise the whole child and have a holistic approach to education. sixth form head students stated that their school 'developed the whole person' and felt genuinely cared for by their teachers. This is also recognised by parents who described the school as inclusive, warm and loving.
- The Catholic Life of the school is a key factor behind pupils feeling proud to attend their school. They respect their Catholic identity and value greatly the experiences they are given. The 'All Saints Diploma' is held in high esteem with 79 sixth form volunteers who lead students in the lower school completing the project with the aim of pupils recognising the call to serve in a Catholic community and being on a journey to develop character.

### **The quality of provision for the Catholic Life of the school is outstanding.**

- Staff are fully committed to the Catholic Life of the school. There is a clear induction programme which allows staff to feel welcomed and included within the faith, as well as providing them with a comprehensive understanding of what it means to work in a Catholic school. Continuous professional development (CPD) is calendared throughout the academic year and is given high priority.
- The school environment clearly reflects the Catholic character, both outwardly through iconography and the interactions with pupils and staff. Chaplaincy information is displayed clearly at both the lower and upper site.
- The provision for Chaplaincy is the bedrock of the Catholic Life of the school. The recent investment in recruiting an additional member of the Chaplaincy team has provided greater opportunity and provision for both staff and students. Staff speak enthusiastically about the opportunity for spiritual retreats for the staff body.
- There are strong links with the local parish which have remained highly effective throughout the duration of the pandemic. All pupils in the school visit the parish for key celebrations and feast days in the school year.
- High standards of behaviour are evident across the school. Conduct during unstructured time is exceptional. Pupils respect one another and act as role models to all.
- Catholic Social Teaching implicitly underpins the desire to help others and care for the community. Pupils act with a sense of care and are highly motivated to seek justice for all. A clear, strategic plan is not yet in place to ensure this is embedded across the curriculum.
- A highly effective RSE and PSHE programme has been meticulously planned with both timetabled sessions and drop-down days. The RSE curriculum is supported through the Ten:Ten provision and there are mechanisms in place to assess students on the progress they make.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- Leaders and governors are highly ambitious for the Catholic Life of the School. There are high levels of support from governors who are fully supportive and committed to ensure that All Saints is 'Catholic at the core'. Governors visit the school regularly and have worked hard to ensure that policies reflect the mission and Catholic identity of the school.
- Continuous Professional Development (CPD) is embedded in the school calendar to ensure a focused and regular approach to strengthening staff understanding and contribution to the Catholic Life of the school. Training sessions are carefully planned and well delivered by senior leaders. Governors have also attended this training.
- Parents feel extremely included and a valued member of the school community. During lockdown the unwavering support for students and families continued through providing food parcels and care for those who were struggling. Parents are incredibly supportive of the school's mission.
- Key appointments had been made at the start of the academic year to the Sixth Form to ensure a focus on improving and sustaining the Catholic Life of the school. Senior leaders place high priority on the monitoring and evaluation of the school's Catholic Life and take necessary steps to provide and maintain the best possible provision for all pupils.

- As a school, All Saints is keen to support Catholic schools and initiatives beyond that of their own. They are the Diocesan Regional presence for EducareM, which other Diocesan schools can benefit from. They also participate in a range of programmes that can further enhance the Catholic Life of the School such as the Bishop's Certificate and coordinating future events on the distinctive nature of leadership of Catholic and Anglican schools, which schools across the country are able to attend.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

1
---

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1
---

1
---

1
---

#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Collective Worship is central to the life of the school and has clear purpose and direction. Pupils articulate the positive impact of Collective Worship and recognise the importance of spiritual development and how prayer can help with this.
- Almost all pupils are engaged in worship and show respect and reverence. Each morning during form time, form tutors lead their tutor group in prayer. Pupils have the opportunity to participate through a variety of ways such as discussion, silent reflections and personal contributions. Collective Worship is deeply rooted in the daily routines. The strong routines for Year 7-11 have not yet been fully implemented into the sixth form. Whilst sixth form pupils can partake in worship through practical expressions of prayer such as music and dance, further opportunities for all pupils on a regular basis are inconsistent with the rest of the school.
- In addition to form time, pupils experience a weekly Collective Worship as a year group. As 'assembly' rota is in place for senior and pastoral leads to deliver worship on the theme of the week. Where required, staff planning and delivering worship are supported by the chaplaincy team. Year group worship is teacher led although pupils are able to actively participate and be involved in readings and prayers.
- Pupils are active in leading worship at special times in the year, particularly in key stage 3 and 4. Pupils assist in selecting and writing prayers and reflections for celebrations and liturgies. During Mass and liturgies pupils take the lead through participation in the choir, worship band, student readers and handing out the order of service.
- Pupils aid the evaluation of Collective Worship through pupil-led feedback. This is completed after year group worship and liturgies. This provides pupils with a voice and allows them to contribute to future planning.
- Pupils have excellent knowledge of the liturgical year. It is evident that worship is planned in accordance with Church celebrations and as a result, pupils are theologically and liturgically literate.

#### **The quality of provision for Collective Worship is outstanding.**

- The chaplaincy team are deeply devoted to providing a variety of worship for pupils in a range of settings. Pupils confidently described the different ways they often pray together as a Form which

included moments of reflection, listening to pieces of music, discussing their thoughts and feelings as well as saying prayers together as a class.

- Year 7 pupils had recently been to 'Osmotherley', which provided additional experiences and opportunities for Collective Worship. Pupils shared their own personal thoughts and reflections during a Stations of the Cross liturgy which was pupil led. The feedback from the retreat was excellent and pupils clearly enjoyed their time on a very well-planned residential visit.
- Collective Worship themes are preplanned in accordance with the Liturgical year and other special events in society. The chaplaincy team produce high quality resources for daily form time worship. Pupils enjoy the themes and willingly share their own experiences, helping others around them recognise and reflect on the importance of the theme. Pupils are keen to be given the responsibility to routinely plan worship for form time in addition to other acts of worship where they take the lead.
- The chaplaincy team skilfully provide worship that reflects the care that students show and their desire to help others. Events such as a day of reflection to mark the impact of the pandemic, and a prayer chain for Ukraine that was captured on national television, demonstrate how pupils live out the school's mission.
- CPD is delivered to all staff who lead Collective Worship. These are delivered by leaders who are highly skilled in different aspects of prayer and worship, passing on tips and advice to others.
- Opportunities for staff to participate in Collective Worship as a staff body are available. Each meeting begins with prayer and staff are invited to lead their colleagues in prayer during staff briefing.
- During the pandemic Collective Worship was celebrated and shared online. This included daily prayers, pre-recorded liturgies and live Masses and assemblies.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders and Governors are passionate about promoting the provision for collective worship which includes delivering meaningful and purposeful worship. Leaders in the school are highly visible when promoting and evaluating Collective Worship, and as a result staff and pupils value the provision and the opportunities it provides.
- Senior leaders and those who plan Collective Worship ensure that resources are highly relatable for all pupils. Pupils are regularly given the time to reflect and link the theme of prayer to their own lives. This is then lived out through their behaviour and interactions in school.
- The professional development of staff in delivering and understanding the importance of Collective Worship has high priority in the CPD calendar. Leaders and the lay chaplains have expert knowledge and set the standard of how to deliver prayerful sessions.
- There are clear monitoring systems in place to carefully evaluate the provision and impact of Collective Worship. This is done in a holistic manner, to not only help staff improve their own practise as spiritual leads, but to further enhance the resources and provision the chaplaincy team produce. Observations are recorded digitally, and feedback is then given verbally to staff. Whilst the quality of collective worship demonstrates meaning and purpose, the impact of a robust and systematic quality assurance approach cannot yet be evidenced.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
---

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

1
---

2
---

2
---

#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Almost all pupils from their varied starting points make very good progress in RE. The A-Level results are particularly successful with very strong ALPS trends across the past 3 years showing the performance is significantly above national average. Pupils also achieve highly in GCSE with a progress 8 score of +0.2. Centre and Teacher assessed grades from the past 2 years have indicated the same positive trends.
- Gaps in internal data have been identified and strategies implemented to help close the gap for SEND and disadvantaged students. Whole school data monitoring shows a clear approach to the support in place for specific cohorts.
- Pupils have excellent subject knowledge and are also able to articulate how their study of Religious Education impacts on the wider world. Class discussions demonstrate how students are confident in their verbal responses and understand the importance of the values that the study of Religious Education instils.
- Pupils speak passionately about Religious Education. They expressed their enjoyment for the subject and were keen to complement their teachers on how supported they felt. They also enjoy the topics they study, particularly those where they can study contemporary issues.
- In most lessons, almost all pupils were engaged in their learning, actively contributing to the lesson. However, the attitudes of pupils to their work and the quality of written work in class books were variable and inconsistent, particularly at KS3.

#### **The quality of teaching and assessment in Religious Education is good.**

- The teaching of RE is mostly good and ensures that pupils can learn well. There are some examples of outstanding teaching in some classes across the school.
- Teachers are confident in their subject knowledge and are passionate about the content they deliver. Teachers work hard to create positive and conducive learning environments where students feel comfortable and confident to contribute.
- Questioning and class discussion is a real strength of teaching and assessment. Staff are highly skilled at asking both closed and open questions, directing them at pupils and facilitating insightful class discussion. Consequently, pupils are able to confidently articulate their own beliefs and opinions with many reflecting on different spiritual and theological issues to produce highly impressive verbal responses.



- There are strong relationships between pupils and staff. Pupils recognise that teachers are committed to helping them learn and make progress. Skilled support staff are used very effectively to support the pupils learning.
- The most effective lessons had impressive pace and challenge that facilitated the focus of almost all pupils. A few pupils in some lessons did not hold full focus during their learning, particularly during independent or group work tasks.
- Written assessments are mostly well marked, particularly at KS4 and KS5. At KS5, students receive detailed, personalised feedback that captures their progress against the assessment objectives of the A Level specification for both the 'Ethics, Philosophy and Theology' and 'Philosophy' courses. Pupils respond well to feedback through completing 'DIRT' tasks which focuses on their areas for development. However, the good practice seen in the assessment books was not evident in pupil classwork books. The quality of work, particularly at KS3, does not demonstrate high expectation and challenge.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders and managers ensure that RE meets the requirements of the Bishop's Conference in all key stages, providing 10% in key stage 3 and key stage 4. In the sixth form, 5% curriculum RE time is given to key stage 5 pupils. Enrichment RE in the sixth form covers a range of topics throughout the academic year, including an introduction to Catholicism to help students who have joined the school in year 12 understand and be a part of the Catholic faith.
- Changes to the GCSE curriculum have been fully embraced with Judaism being delivered in accordance with the additional requirements from the Bishop's Conference.
- RE is given full parity with other core subjects across the curriculum. However, due to the limited rooming possible in the school, teachers are not always based within an RE classroom. An experienced subject lead is supported by a member of the senior leadership team. The subject is held in high esteem by leaders and managers.
- Monitoring schedules are planned in accordance with the whole school policy across the academic year which identify strengths and areas for development within the RE department. However, the impact of monitoring and evaluation of key aspects of teaching and learning in the classroom are not yet evident, especially at Key Stage 3. Strategic development plans to support leadership and rigorous quality assurance systems have not been fully and effectively implemented.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

**RELIGIOUS EDUCATION:****2**

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

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## School details

<b>School name</b>	All Saints V.A Catholic School
<b>Unique reference number</b>	121720
<b>Local authority</b>	York Local Authority
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Huw Kane
<b>Head teacher</b>	Mrs Sharon Keelan-Beardsley
<b>Date of previous school inspection</b>	Previous Inspection Date
<b>Telephone number</b>	01904 647 877
<b>Email address</b>	s.keelan@allsaints.york.sch.uk