



## **DIOCESE OF BRENTWOOD**



### **Inspection Report**

**Name of School: All Saints Catholic School and Technology College**

**Unique Reference Number: 101247**

**Inspection Date: 12 November 2013**

**Reporting Inspectors: Dr. Michael Sutherland-Harper and  
Mr. Derek Kelly**

**This Inspection was carried out under Section 48 of the Education Act 2005.**

**Type of School: Secondary**  
**School Category: Voluntary Aided**  
**Age range of pupils: 11-18**  
**Gender of pupils: Mixed**  
**Number on roll: 1112**  
**Appropriate Authority: The governing body**  
**Date of previous inspection:**

**School Address: Terling Road**  
**Wood Lane**  
**Dagenham, Essex**  
**RM8 1JT.**  
**Tel. No. 020 8270 4242**  
**Fax No. 020 8595 4024**  
**Chair of Governors: Dominic Savage**  
**Headteacher: Kevin Wilson**

## **Introduction:**

The Inspection was carried out under Section 48 of the Education (Schools) Act 2005 by two inspectors appointed by the Diocesan Bishop at the request of the Governing Body of the School.

The Inspectors acknowledge and are appreciative of the full support, co-operation and courtesy they enjoyed from the Governors, Headteacher, Staff and Pupils of the School both before and during the Inspection. The Inspectors wish to express their gratitude to all concerned.

## **The focus of the Section 48 Inspection was:**

- Classroom Religious Education
- The Catholic nature of the School through:
  1. Worship
  2. Links with the Catholic and wider community
- Spiritual, Moral, Social and Cultural development

## **The Section 48 Report**

**All Saints Catholic School and Technology College  
Terling Road  
Wood Lane  
Dagenham, Essex.  
RM8 1JT**

**Head Teacher: Kevin Wilson**

**Date of Inspection: 12 November, 2013**

## **Description of the School:**

All Saints Catholic School and Technology College is an 11-18 mixed high school serving the five Catholic parishes of Barking and Dagenham and situated in the London Borough of Barking and Dagenham and in the diocese of Brentwood. A number of students come from outside the local authority to attend the school. The school is the only Catholic secondary school in the borough.

### **Record of Evidence Base:**

Two Diocesan Inspectors were in the school for the equivalent of two inspection days.

- The study of pre-inspection documentation including the Self-Evaluation Form/ Denominational Provision (SEF/DP).
- The observation of 11 lessons.
- Participation in an assembly.
- Scrutiny of students' written work.
- Meetings with the Headteacher and the Deputy Headteacher, the Head of Religious Education (R.E.), the Chair of Governors, the School Council and Sixth Form students.
- Observations of R.E. displays in the classrooms and around the school.

### **What the School does well:**

All Saints Catholic School and Technology College is an outstanding Catholic school. The school fulfils a central role in its community as it seeks to make all members of the school 'one in Christ' whilst recognizing the value and uniqueness of each individual. Students are rightly proud of their school and speak highly of the commitment made to their welfare by all staff.

Achievement in Religious Education (R.E.) is outstanding. Students achieve consistently in excess of national averages, especially in GCSE examinations at the highest levels. This success leads significant numbers on to continue with the study of the subject at AS and A levels, where success rates are also good and sometimes outstanding. Students enjoy lessons and are increasingly pro-active with their learning as they move up the school. In a very few cases where students are quieter in class, teachers take effective steps to raise participation and response rates. The importance of the subject in the school is reinforced by the fact that all students do a certified course up to and including Year 13; either Entry Level Certificate of Achievement or GCSE at KS4, and a certified NOCN General Sixth Form RE course in Sixth Form.

Learning and progress in R.E. are outstanding. Students make better progress at GCSE than nationally. They are well-behaved and attentive in lessons, where they increasingly take responsibility for their own learning. Working with other students, they learn to discuss and question aspects of the subject in order to develop a fuller understanding of how it relates to their everyday life.

Students have excellent opportunities to benefit from the Catholic life of the school. Student surveys report a high level of satisfaction about how students can practise and develop their faith. The newly appointed school chaplain conducted an absorbing session in the chapel during the inspection on how a saint could provide a pathway to guide us forward like an arrow. The saint was also a young person who shared a birthday with the

chaplain and to whom the students could relate by age and, sometimes, circumstances. Students value the occasions when they can reflect in the chapel space and share their thoughts with someone who will listen and help but not judge. Students raise significant amounts for charity as part of the school's commitment to supporting Catholics and others who are less fortunate than the students themselves.

Students have access to a daily act of worship. They prepare assemblies and other activities with school staff, including the chaplaincy team. Every classroom has a prominent space for prayer and reflection. Students are confident and articulate presenters, many of whom are also involved in their local parishes. Voluntary Masses are well attended.

The effectiveness of leaders, governors and managers is outstanding. They are deeply committed to the school and its community. They do outstanding work in ensuring that the school is an inclusive body which ensures equal opportunity for all its members. Staff have access to high quality induction and training, including through a leading role in diocesan CCRS training. Leaders ensure that the school works closely with its feeder parishes and has quality links with local parish priests who visit the school frequently and offer wise counsel. The headteacher and his deputy lead by example, and together with the experienced chair of governors, are highly aspirational for the school and students. They do not rest on their laurels. The R.E. department is extremely well led.

Exam results and teaching are regularly and effectively monitored. The school keeps abreast of training opportunities and makes sure that performance management procedures enhance both the subject and the life chances of the students studying it. Students feel confident that they learn a lot in R.E. lessons and the pace and challenge in almost all lessons attest to that.

Teaching and learning, as reflected in data over time and work in the department, is consistently good and often outstanding. All staff have strengths and the department is currently reviewing how best practice can most effectively be shared to raise all teaching and learning to the highest levels. Books are regularly marked. There is a good quantity of marking to show students the next steps towards better outcomes in R.E. but it is inconsistent. Skills in literacy are reinforced well. Students have regular opportunities to assess their own work and that of other students and to work with partners in lessons. Students praise the willingness with which staff make their time available to assist them.

The curriculum is outstanding because it leads to high quality outcomes. Staff are all subject specialists. The curriculum meets the requirements of the Bishops' Conference and diocese and fulfils all statutory obligations for time allocation. The Icons programme is used at Key Stage 3, Edexcel exam board specifications at Key Stage 4 and philosophy and ethics are taught at Key Stage 5.

Students have many occasions when they can participate in, and lead, collective worship with a Year 7 retreat, Year Masses, Wednesday prayer initiatives and strong links with local parishes and the deanery. Students have regular opportunities for prayer. The school

is looking at ways to develop an in-school space where the whole school can worship together. In the meantime, the Head of R.E., the senior leadership team and the chaplain are collaborating on a cohesive prayer strategy.

The school provides an outstanding Catholic education. Spiritual, moral, social and cultural understanding is very well developed and is a strength of the school. Results, including in R.E., enhance students' life chances. The school supports other schools through its outreach work and the example it sets. It has high aspirations for its own work and for its students. The fact that it succeeds in attaining so many of those aspirations is the most fitting tribute to its success.

### **What needs to be improved?**

- **Ensure that best practice in teachers' classroom skills is fully shared across the department to raise all teaching to the highest levels**
- **Make sure that all marking shows students what they need to do next to take their work to a higher level and is acted upon by the students**
- **Continue work on developing liturgy and worship across the school and involving students in this process.**

The Inspectors endorse the areas identified by the school for improvement in the Section 48 Self-Evaluation Form.