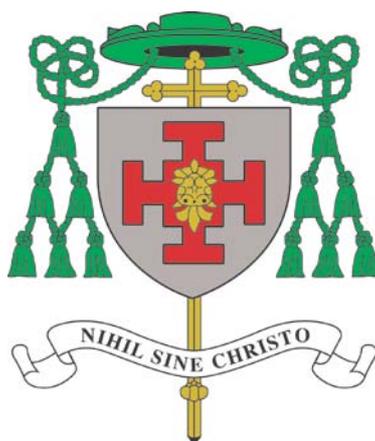


**THE DIOCESE OF SHREWSBURY**



**All Saints Catholic College, Dukinfield**

**URN: 106272  
DCSF No: 357 4606**

**24<sup>th</sup> & 25<sup>th</sup> March 2011**

**Report on the  
Inspection of Denominational Education**

**Lead Inspector: Mr John McCann  
Link Inspector: Mrs Pat Barker**

**The inspection of the denominational education of  
All Saints Catholic College, Dukinfield  
was carried out at the request of the Governors of the School  
in fulfilment of their obligation under the requirements,  
and according to the directives of, the School Inspections Act 2005. The  
school was inspected within the framework  
approved by the Bishop of Shrewsbury  
for the conduct of inspection of the denominational education of  
Catholic Secondary Schools within the Diocese.**

**Key for inspection grades**

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## **DESCRIPTION OF THE SCHOOL**

All Saints Catholic College is an 11-18 Catholic, voluntary aided, coeducational comprehensive school. The College is under the trusteeship of the Diocese of Shrewsbury and in the Tameside Local education Authority. The College has specialist status in languages. Students are drawn in the main from the 5 parishes and the attached primary schools that the school serves: St. Mary's, Dukinfield; St. Peter's, Stalybridge; St. Paul's, Hyde; St. James, Hyde; St. Raphael's, Stalybridge. There are 940 students on roll of whom 130 are in the Sixth Form. A little over 50% of the students are baptized Catholics with 47% from other Christian denominations and 2.2% from other World Faith traditions. The percentage of students with special educational needs and/or disabilities is below the national average as is the proportion of those with a statement to support their special educational needs. The proportion of students known to be entitled to free school meals is below the national average. There are 68 members of staff (including ten part-time) of whom 41 are Catholic.

## **OVERALL EFFECTIVENESS**

### **GRADE 2**

All Saints is a good Catholic College committed to the challenge "What I Have I Give" their mission to '...seek to give living witness to Christ in today's world". Since the last inspection the College has maintained its capacity for continued improvement in many areas. This is reflected in aspects of the Leadership and Management of the Catholic Life and Ethos, and in Collective Worship. Achievement and standards in Religious Education together with teaching and learning are good with many outstanding features. The leadership and management of the Religious Education Department are very good. Students speak very highly of Religious Education and rate it as one of, if not the best subject in the school.

## **IMPROVEMENT SINCE THE LAST INSPECTION**

### **GRADE 2**

Improvement since the last inspection has been good in some areas but other areas still require attention. The College has introduced a number of initiatives in Pastoral Care which have been received positively and continue to make an impact. The Religious Education department has successfully focused on developing KS3. The continued rise in the standard of teaching and learning has been marked by a growing focus on sufficient stretch and challenge for the higher ability learners. There is a drive to improve consistency and high quality use of the departmental marking policy which is evidenced in all key stages. Time is allocated and materials are provided for reflective prayer in Form Time however the practice continues to be inconsistent and does not reflect the College's Collective Worship policy.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

### **GRADE 2/3**

There is the capacity for sustained development which is evident from the detailed and thorough Religious Education Self-Evaluation. Quality statements are supported by strategic plans for development and identified improvements. The document is linked to whole school initiatives, which targets improvement within realistic timescales. However areas for development within Religious Education and those relating to the Catholic Life of the College are not at present incorporated within the annual College Improvement Plan. In order for sustained improvement to take place the College must ensure that staff, leadership team and governors are all committed to this end.

## **RECOMMENDATIONS FOR DEVELOPMENT**

- Revisit and revise the School's Mission Statement involving all partners making it more manageable and evident to all.
- Ensure a Sixth Form General Religious Education programme is available to all students with appropriate time allocation in order to fulfill diocesan requirements..
- Ensure that all students are given the opportunity to participate fully in the prayer life of the school.
- Make provision for the further development of chaplaincy within the school, building upon the excellent practice of the existing chaplaincy team.
- Ensure a consistent approach to marking especially in KS3 Religious Education building upon the excellent practice seen throughout the Key Stages.
- Within Religious Education ensure that homework is given on a regular basis and recorded appropriately in student journals.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE AND ETHOS**

**GRADE 2/3**

Leadership and management of the Catholic Life and Ethos of the College are good. During the inspection there was clear evidence that the staff, governors and students lived out the aims in the daily life of the college. The Headteacher who is line manager for the Religious Education Department has a clear understanding of the mission of the College as a Catholic College in the area in which it serves. Students spoke of college as a 'welcoming community'. This view was mirrored by all who were interviewed and experienced by the inspection team. New staff and students felt welcomed, respected and supported. The behaviour of students in whole year assemblies and in the playground was orderly and considerate. During lessons the College was calm and settled with a purposeful atmosphere. Students were friendly, outgoing and helpful.

The members of the R.E. Department are a driving force behind many of the activities which impact significantly upon the Catholic Life of the School e.g. two staff are pastoral leaders, three of the staff form the small chaplaincy team serving the pupils and staff by providing materials to support staff prayer and collective worship. The team, with the support of the Headteacher, has recently restated the schools Collective Worship Policy in a clear and concise form. This has yet to be fully implemented. One of the parish priests supports the chaplaincy team acting as Eucharistic Liturgy Coordinator working with two other parish priests. Students are actively involved in the celebration of the Eucharist at College, as readers and Eucharistic ministers.

A number of retreat programmes are offered each year with the full support of the chaplaincy team and other staff. The College has an active and growing number of SVP volunteers who work within the school and an impressive number of Sixth Form students and staff who attend the diocesan pilgrimage to Lourdes each year. Many students are well motivated to achieve through the opportunities to extend and enrich classroom activities and through contributions to the community e.g. Cornerstone Community for the Homeless, SVP, Lourdes, Help for Heroes and DSWESTPENNINE.

The promotion of community cohesion is very good. The College undertakes wide-ranging social interaction and fundraising projects at local, nation and international level. The Religious Education curriculum promotes community cohesion through its focus on knowledge and understanding of other World Faith traditions in Key Stage 3, together with its emphasis on citizenship through Gospel values in all Key Stages. In Collective Worship themes are inclusive of current affairs, issues and moral dilemmas.

The School Council is valued and appreciated by the students who believe it has a voice in the college and is listened to. The students believe that changes to the college's behavior policy have made a positive difference. Although the building is in need of refurbishment and many areas are 'tired' there is little, if any, evidence of graffiti or willful damage. The work of students is celebrated throughout the building. Of particular note was the wall celebrating student achievement and excellence covering all areas of school life, as well as the display of the saint and the star of the week.

## **COLLECTIVE WORSHIP**

**GRADE 1**

The provision for and quality of Collective Worship is outstanding. The policy contains the philosophy with practical details for implementation. There are weekly themes focused on the Liturgical Calendar. Year group prayer and worship takes place once each week and form groups gather daily. Masses and services take place throughout the year. Consequently learners have opportunities for a practical involvement, which they value. This was exemplified on the day of inspection through one act of worship in which learners' and staff were fully engaged. There was the opportunity for personal reflection. The hall provided an excellent space and students entered respectfully with a sense of purpose and engagement. The hall has many appropriate Christian objects in addition to which there was an inspirational display of art works created by a member of staff with various students from all years of the College. The art was based on the 7 Last Words of Jesus which will be the focus of the Holy Week Liturgy. This work had a powerful effect on staff, students, governors and visitors to the school alike as did the One World Week, theme earlier in the year.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

## **GRADE 2**

Achievement and standards in Religious Education are very good. Key Stage 3 figures for summer 2010 indicated 52 (32%) achieving Level 5, with 54 (33%) Level 6, and 23 (14%) Level 7. The latter represents a significant rise from the previous inspection with 5 students at Level 7. From 2006 the Department has achieved above the national average in KS4 and been one of the leading departments in the college. In 2010 the GCSE entry achieved 77% (64% of year) A\*-C with 30% of entry (25% of year) gaining A\*-A. These figures remain well above the national average and also above the College target. Over the last three years 99% of entry have achieved a GCSE grade with an average of 72% achieving a A\*-C. In the Sixth Form A2 grades for 2009 were 52% A/B with 100% achieving A-E. In 2010 at A2 66% of students achieved an A –C grade, all students achieved an A-E grade. At AS Level 80% achieved an A-C grade with 97% achieving an A-E. All of these figures are consistent with maintained and developing rates of achievement and attainment during the last three years.

In Key Stage 4 all learners undertake GCSE over two years the majority of students following Edexcel 'Catholic Christianity Course' with a diminishing number entered with WJEC. In the Sixth Form the AS/A2 course in Religious Studies is a well-established and highly popular course the only subject to have two teaching groups in each year. At present over 43% of students in each year group studies OCR Philosophy of Religion and Ethics.

High standards in class focus on the capabilities and starting points of all learners. Standards are supported by the continued rise in the quality of teaching and learning, together with quality assessment. A significant contribution is made by the positive attitude of many learners in class. For most students their enjoyment of Religious Education is obvious and they are further motivated by the enthusiasm of the staff.

## **TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

## **GRADE 2**

On the day of inspection seven lessons were observed and the quality of teaching and learning of the vast majority of lessons was good with many outstanding features overall. Teaching is organized, structured and creative. Full use is made of the three-part lesson. A small minority of lessons still require development of activities that will address the challenging behaviour of some students. Within the Department there is a wealth of experience and expertise that can be drawn upon to address this issue. The overall quality of learning is exemplified by both interactive and the increasing development of independent activities. There is effective differentiation provided through teacher-led presentation, choices of activities and by outcome. The majority of students are confident and engaged in their learning.

Procedures for assessment are well defined. The process is detailed within the handbook and includes formative and end of task activities, matched to levels of attainment in Key Stage 3 and to accredited courses in Key Stage 4 and the Sixth Form. Assessments provide evidence that students are challenged to explain, show understanding and to defend their judgements and opinions. Formative marking and annotation of learners work is a key development since the last inspection. The vast majority of work is being marked according to the marking policy. Comments are predominantly diagnostic and developmental especially in KS 4 and 5. Many students' written work shows high standards of presentation. The content matches the frameworks of study. There is clear knowledge and understanding of key vocabulary and concepts. Effective tracking of progress includes learners' evaluations. Closer monitoring of marking/assessment sheet completion may eliminate some of the anomalies that presently exist. Assessment outcomes are supported by detailed reporting and meetings with parents and carers so ensuring a high level of involvement in the education of their children.

## **LEADERSHIP AND MANAGEMENT OF THE R.E. DEPARTMENT**

**GRADE 2\***

The leadership and management of the Religious Education Department are very good with many outstanding features. The subject is at the core of Catholic Life of the College. The Head of Department meets regularly with the Headteacher who is line manager and there is a clear shared view of the role of Religious Education within the College. The Head values and appreciates the work of the Department in its academic and pastoral impact upon the life of the College. The Head of Department provides high quality management and coordination within the department. The Department has a clear understanding of its strengths and the areas for future development which can be evidenced in the Department's Self Evaluation Form. There are six full time specialist staff who deliver the curriculum (one teacher is a part time member of another subject discipline). Together they are an active, committed and high profile team, which accounts for the status and success of the subject within the College. Systems for performance management are well embedded. The process includes peer observations of teaching to enable sharing of good practice and continued professional development.

The curriculum is well managed and coordinated. In Key Stage 3 and 4 the allocation is 10% The Sixth form receives 16% for AS/A2. The General Religious Education timetable provision in the sixth form is unsatisfactory. The curriculum is well supported by text and ICT resources, in many cases prepared by the department. Equal opportunities are promoted through the continued development of teaching and learning and by learners' access to accredited courses. Consequently the curriculum makes a strong response to diocesan and national requirements with the marked exception of General Religious Education in the Sixth Form. It provides a significant contribution to learners' spiritual and moral development.

Governors monitor Religious Education through the Department's Annual Review and some by their own active participation in College life. Some governors work in the school on a voluntary basis and a number of the local parish priests are increasing making a significant and valued contribution to the Catholic Life of the College. In addition many governors are well informed and rooted in the understanding of the faith dimension of the Religious Education Department and its contribution to the overall Catholic Life of the community. Care needs to be taken that all aspect of entitlement are met through the curriculum.

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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### OVERALL EFFECTIVENESS

How effective is the school in providing Catholic Education	<b>2</b>
The school's capacity for sustained improvement	<b>2</b>

### OUTCOMES FOR PUPILS

How good outcomes are for individuals and pupils	<b>2</b>
How well pupils achieve in Religious Education	2
pupils standards of attainment in religious Education	2
the quality of pupils' learning and their progress in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic Life of the School	2/1
How well pupils respond to and participate in the school's Collective Worship	1

### THE QUALITY OF PROVISION FOR RELIGIOUS EDUCATION

How effective the provision is for Catholic Education	<b>2*</b>
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2 KS3 1 KS4/5 A/AS 4* KS5 Gen RE
The quality of Collective Worship provided by the school	1/3

### LEADERSHIP AND MANAGEMENT

How effective leaders and managers are in developing the Catholic Life of the School	<b>3</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2/3
How well leaders and managers promote, monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2*
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	3*
How effectively leaders and managers promote community cohesion	2

**\* Lack of time to deliver KS5 General Religious education has impacted on this grade.**