



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

All Saints' Catholic Voluntary Academy

Broomhill Lane, Mansfield, Nottinghamshire, NG19 6BW

School URN:	140698
Inspection Dates:	24 April 2015
Inspectors:	Mrs Brenda Carson and Mr Paul Martin

Overall Effectiveness	Previous Inspection:	Satisfactory	3
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

All Saints' is an outstanding Catholic school.

- The quality of the Catholic Life of the school is outstanding. The school motto, 'We shall serve' is articulated and lived out by the headteacher who 'walks with' the students and staff and inspires them to be the best they can be. Students are proud to be members of this Catholic school; they value the opportunities to serve in the local community and beyond.
- The quality of worship is outstanding because students are empowered to lead meaningful Acts of Worship. Students experience a variety of liturgical events and model their responses and subsequent planning of worship, on the outstanding example they receive from the adults in their community.
- The quality of Religious Education is good. GCSE results for 2014 were below diocesan average. However, measures currently in place demonstrate that students are well taught, regularly assessed, monitored and assisted to improve. The recently appointed head of department and her team are committed, passionate and enthusiastic about their responsibilities to the young people in their care. Teaching is now good and sometimes outstanding.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- All Saints' Catholic Voluntary Academy has 1044 students on roll and is slightly above the average size secondary school.
- All Saints' is a member of The Aquinas Catholic Academy Trust.
- 13.3% of students are eligible for pupil premium funding and the percentage of pupils eligible for free school meals at any time during the past 6 years is 24.6%. Both figures are just below the national average. The pupil premium is additional government funding for students who are in the care of the local authority or who are known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs is below the national average.
- Parishes served by the school are : St Philip Neri, Mansfield; Our Lady's, Kirkby in Ashfield; St Joseph's, Sutton in Ashfield; St Patrick's, Forest Town; St Joseph's, New Ollerton; Holy Trinity, Newark; Our Lady's, Southwell; St Joseph's, Worksop and St Joseph's, Shirebrook.
- 47% of students are baptised Catholics, 36% are from other Christian denominations, 3% are from other world faiths and 14% have no religious affiliation.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure the consistency of opportunities for students to lead class based worship.
- The new head of department needs to be supported to realise the ambition of the headteacher and governors that Religious Education is recognised as a lead department.
- Students frequently respond to advice on the improvement but this should be more consistent across the department.
- The curriculum at Key Stage 3 has an allocation slightly less than the 10% recommended by the Bishops' Conference of England and Wales. Governors must ensure that the school's plans for increasing this, through the identified rolling program from September 2015 are implemented.
- The Sixth Form Core Religious Education provision must be reviewed and updated to reflect diocesan guidelines.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- 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.

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

- There is a real sense of pride, freely expressed by students of all ages in belonging to the All Saints' family. The chaplaincy team, school choir and band which comprise of students from all key stages make significant contributions in promoting the school's ethos within the school itself, The Aquinas Catholic Academy Trust, parishes and the wider community. On the day of the inspection, they shared their talents joyfully and assisted the congregation's worship during a tutor group Mass.
- Students are happy at All Saints'. Without hesitation, they could identify where to get help and specifically mentioned the John Paul Centre, the school's assistant chaplain, form tutors and the anti-bullying team. Those with additional needs, including those with behaviour and anger management issues feel well supported.
- The induction of students into the Catholic Life of the school is outstanding. A transition Mass is prepared in the primary schools and celebrated at All Saints'. Extra care is taken with those students transferring from non-Catholic schools. Pupils who are part of primary school chaplaincy teams are keen to bring their skill to All Saints'.
- Students contribute effectively to the school's evaluation of its Catholic Life through regular surveys and interviews. They appreciate their voice being heard and leading to improvements such as the choice of hymns they sing at Mass.
- Students' behaviour is exemplary not only in Religious Education lessons but also during unstructured times of movement around the large site and during Acts of Worship.
- The 'respect agenda' which is the anchor of form group activities and PSHE (Personal, Social and Health Education), inculcates an outstanding level of awareness of the needs of others and provides opportunities for students to seek justice for all within and beyond the school community. Students apply a keen sense of justice towards each other and were seen to be celebrating the success of others in their forms.

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- Retreats are valued by all. One student from a background other than Catholic explained that the Year 7 visit to the Briars really helped, 'It gave me a glimpse into it', which they went on to explain as giving deeper understanding of the Mass and Catholic values. On the day of the inspection a Year 7 group was looking forward to their weekend at the Briars and another group of students was leaving for a Duke of Edinburgh Award weekend.
- Students spoke with pride about opportunities to join diocesan celebrations such as concerts to raise funds for retired priests, the Year of Faith events and Masses at the Cathedral. They also value special services such as their Remembrance Day service and Stations of the Cross.

The quality of provision for the Catholic Life of the school - outstanding

- The mission statement, centred on the school motto 'We shall serve', is deeply embedded and each individual is developed academically, spiritually, morally, socially, culturally and physically regardless of background or ability.
- All staff demonstrate commitment to the mission of this Catholic school through their enthusiasm, availability to students and their leadership of 'vertical' form groups.
- Classrooms have a crucifix displayed and a dedicated prayer space for use during tutor, morning and afternoon prayer times. The school website supports the provision for Catholic Life through the chaplaincy section which can be seen by parents and parishes. Photographs and displays around the school reinforce its Catholic ethos and mission; for example images of celebrities who are Catholic.
- Programmes in place for PHSE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) have been very well developed; with great attention given to Catholic teachings and principles.
- Provision for vulnerable students is exceptional and draws upon the expertise of staff in the John Paul Centre, teaching and support staff, the anti-bullying team and a counsellor as well as outside agencies. The school takes great care in designing alternative provision, where appropriate, and supports students who have been out of education so that they feel valued and able to cope as they are reintegrated.
- Staff feel valued and have praise for their support, in terms of the spiritual development of the school, by the assistant chaplain.
- The headteacher clearly communicates the ethos of the school, is focused on students using their God given talents and being the best they can be. Along with the strong leadership team and committed governors, she is determined to provide an outstanding Catholic school for students.
- Behaviour policies are rooted in the belief and an expectation that all in the community will behave in keeping with the school mission statement and the Catholic ethos of the school, 'Do I see Christ in others? Do they see Christ in me?' They take into account Gospel values and the teaching of the Catholic Church. These policies demonstrate the importance of personal responsibility and the need for justice but also encourage healing and reconciliation. During the inspection, a student verified that the support they received followed these principles.

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

- The headteacher and her leadership team are passionate about their vocations, deeply committed to the students in their care and to the Church's mission in education. They lead by example and have built a positive and thriving school community.
- The recruitment, interview and induction process, for all staff, is defined by the school's Catholic ethos. Staff who are new to the school, including non-Catholic staff, are well supported in understanding their role of working in a Catholic school. Induction and on-going training ensures that all staff can contribute effectively to the school's distinctive ethos.
- Investment by the governors in Catholic leadership development has been a two edged sword. Trained staff have brought expertise to their roles and enhanced the Catholic Life of All Saints'. However, they have been successfully promoted to other schools. The school continues to invest in training leaders.
- Stakeholder voice is regularly sought and parents/carers are highly supportive of the school. They feel well informed and involved in their child's education.
- Care, guidance and support are outstanding. The award of the 'Careers Mark' is an affirmation of the duty of care that the school feels to every student. Other indicators of their concern for the individual are: high attendance rates; no permanent exclusions; a low number of fixed term exclusions; low NEET (ex-students Not in Employment, Education or Training) figures.
- Planning for and the development of the Catholic Life of the school is held as a priority by governors, the headteacher and other leaders as can be seen in the development plans and reports to governors. The school's self-evaluation takes account of the findings of regular monitoring. Results are analysed, improvements identified and action plans, with accountability measures, implemented and reviewed. The rigour of their approach has led to very positive provision for students and staff who, in turn, convey their commitment to the school's mission.
- There is a link governor for the Religious Education Department and the Catholic Life of the school. This relationship ensures that the school is closely monitored by the governing body and that they have accurate information to analyse the school's strengths and identify areas for development. Senior Leaders and governors work effectively together in this and continually prioritise and plan for further development of the Catholic Life of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Students appreciate the range of Acts of Worship that they experience over the course of time and their opportunities to plan and lead worship. They easily identify their involvement and appreciate that their views, for example; in relation to extended preparation time for class Masses, are acted upon. The students are served well by priests of the deanery and are supported by the assistant chaplain, the chaplaincy team and the school choir when planning and celebrating their Masses. They respond positively and participate joyfully and with great reverence.
- Students speak confidently about leading worship and although they recognise that some of the prayer points in the day are teacher led, they can explain how they often lead their group and others in prayer. They are confident in composing their own prayers and value having them available in the student prayer books on the school website.
- Creativity is evident from the descriptions given, by students, of particular liturgies. Many identified their visits to the Briars and working with the assistant chaplain as the 'stepping stones' that built their confidence when planning liturgy. Their involvement in the Collective Worship of the school has been a central part of their experience since their induction days before joining All Saints'.
- Liturgical music is a real strength of the school, with the choir and band contributing significantly to this. Students were observed confidently joining the choir in singing. The choir and band are very active in the community and members appreciate the opportunities to use their talents and to witness beyond their school.
- The school day is punctuated with prayer; traditional as well as student and staff, personal prayers. As a result, students said they feel that it is easy to talk to God. Assisted by the chaplaincy team and other provision, they have an excellent understanding of liturgical occasions and they prepare exceptionally well for such celebrations.
- During meetings with students, they confirmed that they benefited from praying – it, 'gave them something to focus on'. They felt that they were more understanding of the needs of others because of this. Students from backgrounds other than Catholic feel comfortable and included in all liturgies.

The quality of provision for Collective Worship - outstanding

- Collective Worship is afforded excellent planning, support and quality time. It is reflected upon regularly. This has resulted in a wide variety of opportunities across the week, and liturgical seasons, for everyone to experience the presence of God.
- Action has clearly been taken to enable students to lead class based worship, as this is carried out so effectively in larger gatherings. A greater level of consistency across all tutor groups will ensure that more students become involved in leading worship.
- Students value their planners and often turn to the prayers and Sunday readings that they contain.
- The Saint Francis' chapel is a well-used and beautiful place of worship at the heart of the school. Students appreciate the experiences of liturgy and quiet reflection that it affords.
- Staff prayer, as witnessed during the morning briefing, is inspirational and has created a genuine sense of belonging to this caring and supportive family. They feel confident in leading students and each other in prayer.
- Pastoral tutors, the assistant chaplain and the chaplaincy team are confident in helping students and each other to plan and deliver quality worship.
- The assistant chaplain works effectively with the diocesan chaplains and receives support that benefits her in her demanding role.
- Measures including staff training, effective induction, INSET, the school's liturgical calendar and the weekly bulletin ensure that staff have an excellent understanding of the Church's liturgical heritage, seasons and rites. Consequently, staff are confident in assisting students with celebration appropriate to the season.

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

- The headteacher recognises that Collective Worship has developed significantly over the last two years. The assistant chaplain has shared her expertise and has trained students and staff to plan and deliver quality experiences of Collective Worship.
- The school is very well supported by the priests of the deanery who assist the leaders in developing students' understanding of the Church's liturgical year, its seasons, rites and symbols. Students, as well as staff, are able to lead the school in a deepening appreciation of these traditions. As a consequence, student response to this provision is outstanding.
- Liturgical and spiritual development, for example the 'teaching Mass' and what it means to teach in a Catholic school, are seen as a priorities in the professional development of staff and quality time is devoted to these.
- All staff are recognised by students as effective leaders of Collective Worship. Senior leaders and the assistant chaplain are committed to training and enabling students and staff to lead Collective Worship within school.
- Monitoring and evaluation of form Acts of Worship had identified a need to develop staff confidence in leading worship and helping them to empower students to lead worship. The assistant chaplain has led training and provides a weekly framework for prayer. This has boosted staff confidence but they must however, continue to be mindful of enabling more students to lead worship.
- Leaders regularly seek the views of students, staff and parents/carers. The results of these were available to the inspectors and improvements made as a result of surveys were highlighted, for example, in providing more time for groups preparing the weekly Mass.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- 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.

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How well pupils achieve and enjoy their learning in Religious Education - good

- Students engage well with their teachers, other adults and peers, during Religious Education lessons and attach great importance to it. Year 11 students said they particularly enjoyed debates and discussions on challenging topics where their opinions are accepted and valued.
- Behaviour for learning is good, lessons proceed without disruption and students work at a very good pace.
- Work in students' books and observations during the inspection indicate that the majority of students develop and apply a range of skills well including responding to teacher feedback, independence and imagination. Their ability to interpret sources, to reflect and evaluate is very well developed from Year 7.
- Students' levels of progress based on outcomes at Key Stage 2 indicate that GCSE results in Religious Education were in line with English results in 2012 and 2013 but dropped significantly below them and below diocesan levels in 2014. The present tracking data backed up by rigorous monitoring, evaluation and intervention action indicate that progress is now good.
- Results and progress at AS and A level over recent years are consistently good.
- Students commented on their very caring and supportive teachers, especially in the Religious Education department – 'they are always there to help us'.

The quality of teaching and assessment in Religious Education - good

- Teaching is good, with examples of outstanding teaching observed during the inspection. As a consequence; most students and groups of students currently in school, including disabled students and those who have special educational needs are making good progress over time. Outcomes for the 2014 GCSE cohort (the last externally validated Year 11 results) suggest that teaching at that time required improvement.
- Teachers are specialists, confident in their subject and have a clear understanding of the value of Religious Education which they communicate enthusiastically through their teaching, discussions and witness. They use a wide range of techniques and strategies to engage all learners and the pace in the majority of lessons is excellent.
- Teachers were observed systematically and effectively checking students' understanding throughout lessons. They skilfully teased information and reasoning from students with notable impact on the quality of learning.
- Tracking and assessment procedures are highly effective so that teachers and other adults are aware of students' needs, targets and prior attainment. Teachers differentiate tasks well and teaching assistants are skilful, discrete and have a significant impact on the learning of disabled students and those with special educational needs.
- Marking and constructive feedback are performed regularly and accurately so that students know how well they have done and what they need to do to improve. Students frequently respond to advice on improvement but this must now be more consistent across the department.
- Students and staff use the 'WWW' and 'EBI' ('what worked well' and 'even better if') method of evaluation. This is most effective when students have followed up the 'even better if' suggestions and know that they are improving.
- Praise and encouragement are used effectively in the classroom and achievement is celebrated.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education - good

- Leadership has been strengthened by the appointment of a head of department who has had a positive impact since taking up the post in January. The interim measures during the period without a department lead ensured that good monitoring activities were embedded and these have now been built upon. Leaders are aware of the school's strengths and areas for development.
- Measures have been implemented to ensure that the dip in attainment in 2014 is reversed; evidence during the inspection confirmed that outcomes for the current cohort in Religious Education are good.
- Senior leaders have developed good quality assurance systems to monitor, improve and support teaching. They celebrate and share good practice. As a result, teaching is improving with nothing that is inadequate, much that is good and some which is outstanding.

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- The headteacher and link governor along with the new head of department are determined that Religious Education will be a lead department. The link governor is very knowledgeable about the department, its strengths and weaknesses.
- External agencies, such as the challenge team; the wider community, for example the Maun Valley residents' group and local parishes offer a range of enrichment activities to promote students' learning.
- The curriculum at Key Stage 3 has an allocation which is slightly less than the 10% expectation made by the Bishops' Conference of England and Wales. Governors must ensure that school's plans for increasing this through the identified rolling program from September 2015 are implemented.
- Religious Education compares favourably with other core curriculum subjects in terms of staffing, physical resources and capitation.
- The curriculum and other activities are relevant to the needs of different groups of students, for example, through clearly differentiated resources.
- Opportunities for spiritual and moral development are integrated within the curriculum planning. The curriculum enables students to gain first hand experiences of the liturgical life of the Catholic Church and of other religious and belief communities.
- A small number of students in Year 11 are effectively supported in studies leading to entry level certificate.
- Sixth Form Core Religious Education provision has been limited since the last inspection but students in Year 12 have recently been provided with one hour per week discrete Religious Education time to help them towards the completion of the extended project qualification (EPQ). The Sixth Form Core Religious Education provision must be reviewed and updated to reflect diocesan guidelines.

SCHOOL DETAILS

School Name	All Saints' Catholic Voluntary Academy
Unique Reference Number	140698
Local Authority	Nottinghamshire

The inspection of this school was carried out under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection the inspectors observed 5 Religious Education lessons, 1 tutor group Mass and 2 tutor group Acts of Collective Worship.

Meetings were held with the headteacher, the head of department for Religious Education, members of the senior leadership team, a parish priest who is the link governor for Religious Education, the assistant chaplain and the governor who monitors the Catholic Life of the school. Discussions were also held with students, including members of the chaplaincy team and staff new to the school.

The inspectors scrutinised a range of documents including the school Improvement plan, the self-evaluation form and additional monitoring and evaluation evidence. Inspectors also examined the work in students' Religious Education books.

Chair of Governors:	Mr David Rathe
Headteacher:	Mrs Maureen Cobbett
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.