

DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

All Saints Catholic Secondary School
Broomhill Lane
Mansfield
NG19 6BW

23 March 2012
(Spring Term 2012)

URN: 122900

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	All Saints Catholic Secondary School
Headteacher:	Mrs M Cobbett
Chair of Governors:	Dr D Rathe
Date of Inspection:	23 March 2012
Inspection Team:	Miss W P Steciuk Miss P Bailey
URN:	122900
Overall Grade Awarded:	3

Description of the school

All Saints Catholic School is an 11 – 18 average sized, mixed comprehensive school situated in the centre of Mansfield within the Diocese of Nottingham. There are 1052 students on roll, including 162 in the Sixth Form. It is a popular school with a published admissions number of 180. For the last two years, the school's retention rate has been above the national average. The Sixth Form mirrors the main school in being mainly White British in composition, with some students from an eastern European background mainly Polish. The school has worked hard to recruit to the Sixth Form and has had some success as the result of the appointment of a new Sixth Form Manager. Since the appointment of a new headteacher in September 2009, there has been significant improvement in all measures over a three year period. The school recognises that this improvement needs to be further embedded and sustained. Students are drawn from the Catholic population of North Nottinghamshire and several parishes in the Hallam Diocese. 53% of students are baptised Catholic. The uptake of free school meals is below the national average. There are strong links with the Catholic feeder schools and parishes.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Teaching and learning in Religious Education are judged to be satisfactory. However, there are many wider aspects of All Saints Catholic School that are good, with some outstanding features. Steps have been taken to raise standards in curriculum Religious Education but the speed of improvement has been affected by a variety of issues particular to the development of the Religious Education department. The Head of Religious Education supported by the headteacher now provides the school with a significant leadership capacity to improve this subject further. Plans to drive the school further and realise the mission of the school are clearly in place and there is evidence of the capacity for sustained improvement. The school has a real sense of community and a determination to move forward. Students are valued, and they in turn appreciate the opportunities afforded them to become educated young people with an awareness of their responsibilities to help build a more just and caring society.

Overall effectiveness	Grade: 3
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What does the school need to do to improve further?

- Leaders and managers should continue to build upon the esteem of the Religious Education department in the school in line with other core subject areas.
- Ensure that the strategies developed for post 16 General Religious Education are fully embedded in the Religious Education curriculum
- Develop greater consistency in procedures for Assessment for Learning (AfL) across the Religious Education department.
- Develop further Middle Leader Training, using both lead practitioners in the school and external providers.
- Identify areas of CPD for specialist Religious Education teachers to enhance their practice within the subject area.

The school's capacity for sustained improvement

The school is judged as satisfactory with many good and some outstanding features. There is much to celebrate in this thriving Catholic community and the school has the capacity to make good progress towards attaining an outstanding grading in the future.

Whilst outcomes for pupils are satisfactory in Religious Education, the provision for Catholic education and the effectiveness of leaders and managers are judged to be good. The senior leadership team is highly motivated and with governors, show clear direction, high expectations and enthusiasm with a clear focus on raising standards in teaching and learning within Religious Education.

The school's capacity for sustained improvement	Grade: 2
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Students are positive about their learning and the school. They feel happy and secure and are confident in what is being asked of them. Relationships at all levels are positive and behaviour around the school is exemplary, reflecting the Catholic ethos of the community.

Progress has been made since the last inspection and whilst the Religious Education department's own assessments at Key Stage 3 indicate that levels of attainment are above average, this is not fully realised in Key Stages 4 and 5. The Religious Education department should now be aspiring to achieve the standards reached by other departments teaching core areas of the curriculum such as English and mathematics. There is a need for accurate and explicit evidence to substantiate teacher assessed levels at Key Stage 3.

While groups of students are clearly identified, progress data indicates that some groups of students are underachieving in Religious Education and that the department needs to develop clear intervention strategies to support these students in making sustained progress in Religious Education through all key stages.

Lesson observations identified teaching and learning ranging between satisfactory and good. Where teaching was good, students were engaged and responsive. They demonstrated progress throughout the lesson and the varied activities motivated them well. In weaker lessons, the level of challenge was inadequate and though students were cooperative, they were not fully engaged or encouraged to participate. There was evidence of independent learning in some lessons.

Students generally know their target grades and have some awareness of how to develop their work, but this now needs to be further embedded across the subject area.

All aspects of the students' involvement in the Catholic life of the school are in line with the school's motto 'We shall serve'. This is evidenced through the work of the chaplaincy team, the Fairtrade group and Faith in Families. Students have many opportunities to take on roles of responsibility in the school council, the roles of Head Boy and Head Girl and Sixth Form students leading acts of worship with younger students. Community Cohesion is promoted well in the school. The school has well developed links with its family of schools and has good connections with local business partners. Students benefit from this through the Young Enterprise scheme and an extensive Work Experience programme. The school has recently formed a 'Friends of All Saints' group working with parents/carers in order to support the school. Students are able to access the Duke of Edinburgh Award scheme which they enjoy and achieve to a high level. The school has also achieved ECO status and uses its specialism as a Performing Arts School well in the community. The school's Sports Coordinator works with a wide range of primary partner schools.

Students benefit from an extensive range of extra-curricular activities that contribute to their enrichment and are given every opportunity to experience and explore what it

means to be part of the Catholic community – locally and in the different Dioceses. This is evidenced by participation in deanery events such as Station Masses and Diocesan events for schools such as pilgrimages and ‘The Big Assembly’. There are strong links with parishes, The Briars and both Hallam and Nottingham Diocesan outreach teams. Weekly Mass is a rich experience and is well attended. Spiritual, moral, social and cultural aspects of the school are strong and are reflected not only in the Religious Education lessons but across the curriculum and are further strengthened through opportunities for collective worship, liturgy, prayer and the sacramental life of the school.

How good outcomes are for pupils, taking account of variations between different groups	Grade: 3
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LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

The inspection team agree with the school’s self evaluation that leaders and managers at all levels demonstrate commitment to the mission of the Church by providing a rich, broad and balanced curriculum with spiritual and moral development as a priority. The leadership team identifies the need to engage with the wider community and to promote the Gospel in a secular society. The school is well led with drive and direction. The headteacher has a clear vision and is ambitious for the future of the school.

The school improvement plan, monitoring systems and strategies clearly articulate an aspirational vision for the Catholic life of the school and in the provision for curriculum Religious Education. Leaders and managers conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school’s strengths and areas for development.

Governors know their school and are fully immersed in the life of the community. They hold key stakeholders to account and challenge areas for school improvement. They are actively involved in the strategic development of the school and have responsibility linked to various action points in the improvement plan. Governors meet their statutory and canonical responsibilities to a good level. The governing body has the expertise to meet the school’s needs and is influential in determining the direction of the Catholic life of the school.

The school has recognised that there is a need for further development and training in the leadership of Religious Education and has taken steps to facilitate this internally. However, there is a further need for more extensive external training and development opportunities to be made available. The quality of learning in Religious Education has improved since the last inspection. There is good capacity for further improvement and leaders and managers are clear as to the steps that need to be taken next.

The school is committed to the development of chaplaincy and is well served by a highly effective chaplaincy team and local clergy.

Staff and pupils have a high regard for the Catholic life of the school. There is a common sense of belonging. Pupils are equipped with skills which enable them to take a full and

active part in their community. Relationships at all levels are positive. Leaders ensure that pupils respect differences, value diversity and ensure equal opportunities.

Whole school data is used effectively and there are strategies in place to support further development in target areas. In Religious Education however, there is a further need for data to be used more effectively to support students' learning and to enable them to make sustained progress.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 2
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PROVISION How effective the provision is in promoting Catholic Education

Provision in Religious Education is satisfactory with some good elements. Since the last inspection, there have been significant improvements in accommodation, ICT resources and in the staffing of the Religious Education department. There has been substantial investment made. This has had a significant impact on the quality of the learning environment and has increased the enjoyment of students' learning which has led to greater motivation. This has also improved staff morale and commitment to driving standards further. Teaching in Religious Education has improved. Stabilization of the staffing of the Religious Education department now provides a firm foundation for the future in terms of impact on the teaching and learning taking place, through commitment to a shared vision, ensuring consistency of practice across the subject area under the leadership of the now established Head of Religious Education.

Schemes of work in Religious Education are well developed and are in keeping with the requirements of the Bishops' Conference. Clear rationale and links to the 'Curriculum Directory' are identified. There is evidence of ongoing review of schemes of work which now need to be more fully resourced in order to maximize learning opportunities for all students. The Religious Education curriculum is suitably matched to students' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their capabilities. It ensures that students are taught the knowledge and skills which they need and it is responsive to the local context and variation of faith backgrounds in the school population.

Collective worship is a very strong feature of the school and is judged as outstanding. Students are provided with the opportunity to be involved at many levels and this contributes much to their experience at school. Mass takes place each week in the school chapel and attendance is high. Prayer also takes place during form time and also at other gatherings including staff briefing. Collective worship is central to the life of the school and a key part of every school celebration. The quality of experience provides an opportunity for awe and wonder. Staff and students pray together. The prayer life of the school is well supported by the chaplaincy team whose input is a major aspect in the life of the school. There is excellent collaboration between the chaplaincy team and the music department who add real quality to acts of worship. Collective worship is given a high profile and is well resourced.

How effective the provision is in promoting Catholic education	Grade: 3
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	3
How good outcomes are for pupils, taking particular account of variations between different groups.	3
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	3
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	3
How well pupils progress and enjoy their learning in Religious Education.	3
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	3
<i>the quality of pupils' learning and their progress;</i>	3
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's collective worship.	1
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	2
How effectively leaders and managers promote community cohesion.	2
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	3
The quality of teaching and how purposeful learning is in Religious Education.	3
The effectiveness of assessment and academic guidance in Religious Education.	3
The extent to which the Religious Education curriculum meets pupils' needs.	3
The quality of collective worship provided by the school.	2