

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ALL SAINTSCATHOLIC COLLEGE

Bradley Bar, Huddersfield, West Yorkshire, HD2 2JT

School URN	107782
School DfE Number	382 4613
E-mail address	<a href="mailto:office@aschc.com">office@aschc.com</a>
Chair of Governors	Mr M Trueman
Headteacher	Miss A Bodurka
RE Subject Leader	Miss J Kaye
Date of Inspection	18 <sup>th</sup> – 19 <sup>th</sup> March, 2013.
Section 48 Inspector/s	Miss E McGuire/ Mr J Aitchison

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

2

**Summary of key findings:**

## **This is a Good school with outstanding features**

- The Headteacher has extensive experience of Catholic Leadership. She possesses the vision and drive to lead the school to further success and achievement whilst raising the profile of the Catholic Ethos.
- The Headteacher works closely with the Catholic Heads of the feeder Primaries and with the Head of St. John Fisher Dewsbury. The Diocesan Catholic Heads have started working collaboratively on the new multi-academy trust proposal for Kirklees/Calderdale in the Diocese.
- There is a strong and active governing body; experienced, enthusiastic and empowered staff working with parents and outside agencies. Whilst student numbers have decreased there is an awareness of work to be done to build on the achievements of previous years but the foundations are there. There is confidence and positivity about the future development opportunities for All Saints Catholic College.
- The school has a strong capacity to improve having a very accurate view of its own strengths and development needs and a very strong desire to improve further and raise pupil achievement. This is clearly evident in the College's Development Plans and comprehensive self-evaluation. The Chair of Governors, Headteacher and staff are united in their efforts in promoting an inclusive, spiritually enriching environment in which all students may achieve as well as they are able.
- The Governors provide strategic direction and challenge in supporting the aims and ethos by holding the headteacher, leaders and managers accountable for improving

the Catholic life of the school. The roles and responsibilities are clearly defined and the line management structure is strong with challenging targets set to continually improve upon the high quality teaching and learning experience of the students

- There is a full integration of Catholic services and outside agencies with other student services e.g. Catholic Care, Connexions, and the Attendance and Pupils support Officer (APSO). The Inclusion department (STAR centre) works closely with the Senior Leader responsible for Child Protection. Monitoring and intervention strategies are utilised to inform, direct and promote high quality care and education on a termly basis.

### **What the school needs to do to improve further.**

- Raise achievement in RE at Key Stage 4 so that is on par with results in English.
- Ensure the teaching of RE is distinctively Catholic in nature, maximising the opportunities there are for catechesis.
- Ensure all RE schemes of work are in place and make specific reference to the Catholic Church's teaching as given in the Curriculum Directory.
- Provide opportunities for pupils to contribute to the planning of acts of worship.

### **Information about this inspection**

The Inspection of All Saints Catholic College, Huddersfield was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- Six lessons were observed (some with Head of RE and Headteacher) covering all year groups by 5 specialist Religious Education (RE) teachers and 1 non-specialist RE teacher.
- Meetings with the Headteacher, senior leaders and Achievement Co-ordinators, SENCO, PSHCE Co-ordinator, Chair of Governors and other members of the Governing Body, the Student Council and other representative groups of pupils.
- Inspectors analysed the 2012 examination results in RE and the published results from the two previous years, current data and intervention, departmental documentation including school's 'Raising Attainment Plans', lesson plans and schemes of work, liturgical and school calendar, policies and other monitoring and evaluation records particularly pupil response and feedback.
- Acts of worship in year and form groups covering both key stages, and attendance at a form Mass for Year 7.

## Information about this school

- All Saints Catholic College is a voluntary aided mixed comprehensive school in Kirklees Local Authority (LA). The school became a Specialist College in Humanities in September 2006.
- The students on roll come mainly from a wide geographical area and mainly from our nine feeder Catholic primary schools and parishes (covering both Kirklees and Calderdale LAs) and from up to 15 other schools.
- As part of the college's Catholic ethos it takes a significant number of non-Catholic students from its immediate catchment area as well as from across the Leeds Diocese. From March 2011 All Saints Catholic College has been named as the provider of Catholic Education at secondary level for both the Huddersfield and Halifax areas. This is a recent change and transition work has already taken place with the feeder Catholic primary schools in both those areas.
- A new transition policy has been agreed between the schools in the All Saints Pyramid. The majority of governors are Foundation Governors representing the Bishop of Leeds. The admissions policy reflects this purpose by giving priority to baptised Catholic children. 63% of the pupils are baptised Catholics.
- 10% of curriculum time is given over to RE. This subject is consistent with the doctrines, rights and practices of the Catholic Church and there are additional spiritual experiences to enhance the Catholic life of the pupils.
- The mission statement articulates the college's theological understanding of education and provides them with a focus for all that they undertake.
- The teaching, learning, achievements, attitudes and well-being of every young person are paramount.
- The college places great emphasis on the Arts in college. Music, Art and Drama are all integral parts of the delivery of the mission and this is communicated to all involved using a range of media.
- The percentage of students claiming free school meals is 28.7% (FSM) is above national average.
- The percentage of students for whom English is not their first language has moved from 17% (2009) and has since risen to 21.5% (2012). The largest group of students is from Poland (55 students). Since September 2012, the school has pupils from the following countries: African countries: Armenia, Greece, and Hungary.
- The pupil profile of the school is changing. Significant changes are happening with regard to pupils from minority ethnic groups (47.2% compared with 23.5% nationally) and the number of pupils whose language is believed to be/is other than English (21.5% compared to 13% nationally), as well as the average point score on entry decreasing.
- There are 5 specialist RE teachers and 2 teachers possess the CCRS qualification.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Good

The extent to which pupils contribute to and benefit from the Catholic life of the school.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>2</b>

- Liturgy, pilgrimages and retreats are central to the college year and are shared with local parishes. Pupils know that prayer and celebrating liturgical events give them an opportunity to become closer to God. They also benefit from being involved in the creative and performing arts which allow them to express themselves with confidence.
- Pupils benefit from the Catholic life of the school because they feel a sense of belonging to a community and part of a caring community with a spiritual and moral dimension. The students and staff are supported through Catholic Care and other agencies.
- Pupils benefit greatly by the Pupil Premium. Intervention and support from outside agencies enable pupils and staff to be part of this Catholic community, providing unique services for all pupils and ultimately raising achievement.
- There is a keen awareness of the need to develop the students as 'whole' people on a journey of faith where personal development is nurtured in an environment in which pupils are challenged to be responsible. Charity fundraising for different charities nominated by staff and students is integral to College life.
- Students have a genuine willingness to be involved in supporting others in their school community by peer mentoring, supportive reading, bullying council, student voice, form and year representatives, choir, school band, liturgical readers, servers, dancers; and in the wider community students are involved through Masses, liturgies and celebrations.
- A new Behaviour for Learning (BFL) policy was introduced in September 2012 and this policy has enhanced the Catholic life of the college by creating a positive learning environment around college which is based on justice and respect for each other.
- The provision made for students of other cultures and faiths is a strength and various extra-curricular events take place throughout the year to meet their needs and educate others to promote community cohesion.
- Achievement in RE compares favourably with other curriculum areas within school. Data from 2011-12 shows that the % A\*-C is comparable with Maths (64%) and Science (73%) although not English. Pupil progress follows a similar trend with 66% meeting or exceeding expected progress figures in 2012. The A\*-C RE pass rate in 2012 including A\*-A are both above the school averages.
- Internal data tracking systems introduced in October 2012 and rolled out to all KS4 groups indicate that pupils progress is outstanding in Y7 (85% above or meeting

targets), good in Y8 (67% above or meeting targets), in Y9 54% are below target, and in Y10 79% above or meeting targets.

- The following significant groups of students attained GCSE in RE in 2012: 76% of Girls, 59% of FSM students, 35% of students with SEN, 79% of EAL students (6% above expectation), 74% of EMA students (3% above expectation).
- A whole school initiative has been in place, since January 2013, based on the collaborative approach. This is to encourage students to work more independently in group work.
- The leader of RE uses Student Voice feedback to monitor and evaluate the pupils learning experience in RE. This has had an impact on staff planning and schemes of work. The RE curriculum has been reorganised to maintain interest and engagement. Pupils feel that their opinions and views are highly valued. Behaviour for Learning (BfL) has improved due to pupil engagement, pace of lessons and new whole school BfL system. Pupils' views are reflected in the decision to teach Sikhism instead of Hinduism and to move from a short course GCSE in Buddhism and Catholic Ethics to a full course GCSE.
- Varying teaching and learning activities are employed that focus on literacy and engagement. Lesson objectives focus on knowledge and understanding. Lessons give pupils the opportunity to practise different skills mainly in description, reasoning, explanation and evaluation. Pupils are encouraged to participate in lessons through the use of puppet shows, using whiteboards, making booklets, and the use of ICT for example. Pupils will volunteer to join in, use the board, read out work, lead group work and comment that they like playing games in RE such as word bingo or quizzes.
- Many pupils lead prayers, assemblies and acts of worship with confidence and respect which are part of the daily routine within form time supported by specialist resources. There is an expectation for pupils to be involved. The calendar is shared with year teams and assemblies have a theme based on the liturgical year for the whole school. A new College prayer book and prayer card have been produced to mark the Year of Faith, as well as a calendar of events for the year.
- Students are prepared well before Mass takes place so that they understand the meaning, purpose and place of their responses. The impact of this has been more participation during services.
- All students in form groups and through RE lessons, participate in Remembrance services and contribute to discussions and prayers. Opportunity for private prayer is offered to students at times of need, this is provided in the chapel and other opportunities for worship and spiritual development.
- The Eucharist and prayer are central to the life of the school. Each year the college celebrates its Feast Day. Important events which have been celebrated include: Year 7 Mass to which parents are invited and Y11 celebrate their Leavers' Mass. A Mass celebrated 50 years of Catholic education at All Saints in 2011. There is regular participation with local, diocesan and national liturgies and celebrations for the faith.
- Year group Masses are prepared by the chaplaincy team and students. Mass is celebrated each week with a form group although all are welcome. Students serve, perform dramas and read the Bidding Prayers in the Mass. Some Collective Worship

and liturgical events have featured artwork and music produced by pupils and drama performed by pupils. A Gospel Choir sings in the college and the community.

- Students show through their actions that they understand what constitutes appropriate behaviour and understand what is expected of them by the school and by the Christian values of the gospel which they are taught.
- Feedback is sought from students through evaluation forms from retreats and services. Collective Worship monitoring was completed in 2012 and a report was shared with staff and governors about strengths and areas for development.

## The provision for Catholic Education is Good

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>2</b>

- Recent data collated through the school's internal tracking systems indicates that a significant number of pupils are making better than expected progress in Years 7-10. Intervention strategies are applied to those underachieving. Pupil assessments are kept in folders by the pupils. Targets are set in marking and feedback at least twice per half term and success is rewarded. There are opportunities for self and peer assessment. Classwork is reviewed after marking and examination questions are redrafted.
- Lesson observation judgements of RE teachers over the past three years indicate that teaching is consistently good and that progress in lessons is good. The lessons observed during the inspection were good and some of the lessons had elements of outstanding practice. The RE department consists of specialist RE teachers and non-specialist teachers, many of whom are experienced with high levels of confidence, expertise, excellent subject knowledge, good skills in questioning techniques to draw out knowledge from pupils and a passion for the subject. RE teachers plan activities to ensure pupil progress and allow for pupils to self-reflect and check learning. Teachers set pupils aspirational targets to motivate and raise self-esteem. The RE department is considered to be a lead subject within the school.
- RE is monitored through 'Quality Assurance' Learning Walks every half term and Scrutiny of Work. The Head of RE regularly monitors RE teachers with Senior Leaders (SLT) through observations and department meeting time where teaching and learning is discussed, colleagues share good practice, and support and guidance given on teaching and learning strategies. Other monitoring procedures include 'Step to Success' data and moderation and standardisation.
- Some links are made with other agencies, the wider community, parishes and diocese to provide a good range of enrichment activities and to promote learning and engagement in RE. Pupils have the opportunity to be enthusiastic and motivated learners and benefit from excellent opportunities to develop their spiritual, moral, cultural and vocational understanding for example, Black History Month, Holocaust Memorial Day, Global Olympics event and recently 'Adopt a Cardinal' for the election of a new Pope.

- Pupils in Y7-11 are taught in high ability sets (band 'c') and mixed ability sets (band 'h'). Pupil information, particularly those of significant groups is used by teachers to plan lessons. Differentiated outcomes and activities are used to meet the needs of all students.
- The RE department has benefitted from the support given by a specialist RE teacher to work with pupils on a one-to-one basis for 3 days a week over a 6 week period to raise achievement in Year 11.
- The teaching of RE in Y7-11 is given 10% of curriculum time recommended by the Bishops' Conference of England and Wales.
- New RE schemes of work have been introduced. The six-part accelerated lesson plans are planned to include elements of outstanding learning. The Scheme of Work (SOW) has been produced in order to have a certain degree of continuity from the previous key stage. The HOD has directed staff in the delivery of the new specifications at KS4.
- The KS3 SOW covers two academic years. The RE department have a customised version of the 'The Way, Truth and Life' RE course. Moreover, KS3 pupils study two other Abrahamic faiths and Sikhism. SOWs have also embedded Social and Emotional Aspects of Learning (SEAL) which promote the school's restorative practice system and Christian teaching on forgiveness and reconciliation.
- Pupils in KS4 study Edexcel Units 3 (Religion and Life based on a study of Roman Catholic Christianity) and 8 (Religion and Society based on the study of Christianity 'Catholic options' and at least one other religion – 'Islam') thus meeting CD requirements. A recent change has been made from unit 10 (Roman Catholic Christianity) to unit 8 because results at KS4 were lower in this unit and pupil complaints regarding the difficulty of this unit. The department found that even Catholic pupils from a non-practising Catholic background felt that the course content of unit 10 had no real link to their lives. Links with the Mirfield Free Grammar School who have had success with this new unit shared planning ideas with the RE department and subsequently pupil interest has improved.
- For the past two years, Gifted and Talented students in KS4 have studied a short course GCSE in Buddhism and Catholic Ethics. This is to ease transition to Greenhead College in Huddersfield. However, in response to Student Voice and the school's results, the purpose of the short course was not valued. A full course GCSE has been introduced this academic year (2012-13) in Buddhism and Catholic Ethics. This school considers this to suit the needs of their students.
- There is a rich, inclusive and varied provision for prayer using Collective Worship, Mass and other liturgies in tutor time, assemblies, and retreats using the Church's liturgical programme.
- An important element of the life of the school is the celebration of the Eucharist which gives prominence to the celebration of the school community as a community of faith.

## The Leadership and Management are Good

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- There are clear SLT strategies for monitoring teaching and learning across the school in a cycle reviews of departmental faculties which are reported to SLT and governors.
- The Headteacher monitors the work of the Head of RE as SLT link. Performance linked to academic attainment and achievement is reviewed formally with SLT link. A written report and evaluation is provided for the Headteacher and SLT.
- Specific targets for the Catholic nature and ethos of the school are prioritised in the WSDP which informs the RE and Catholic Ethos targets and priorities, also documented in the 'Raising Attainment Plan' (RAP) for both areas. The new performance management policy stipulates that staff have to meet the teachers' standards and provide evidence that they contribute to the Catholic ethos of the college.
- The RE Department undertakes the process of self-evaluation and review using the SEF and appropriate sections of the S48 proforma. Department priorities and actions focus on the separate areas of the Catholic Ethos and RE.
- The Headteacher and Head of RE monitor and evaluate the pupils' learning experience in RE. They have a creative and innovative vision for the department.
- The RE 'RAP' identifies priorities for development. The Head of RE completes a budget request for each financial year; chairs all RE department meetings; monitoring of learning takes place via observations, scrutiny of work, Steps to Success data monitoring and through moderation; and collaborates with colleagues on curriculum matters and developing good practice.
- SLT and chaplaincy report to the Catholic Ethos and pupil Pastoral Committee of the governing body. Reports are submitted with details of the liturgical and spiritual life of the school. Governors are actively involved in the recruitment of staff and monitor the intake of students.
- Pastoral Care is a strength in the school. The Pastoral team works alongside outside agencies e.g. Catholic Care to provide the best support possible for the students' needs.
- The Governors provide strategic direction and challenge to the Headteacher and SLT in support of the ethos of the school and hold leaders and managers accountable for improving the Catholic life of the school.
- The line management structure is a strength. SLT sets challenging targets to improve the high quality teaching and learning experience for students as identified in the SEF and WSDP. Roles and responsibilities are clearly defined for all staff.