

## INSPECTION REPORT

School: **All Saints' Catholic High School**  
Address: **Haslingden Road, Rawtenstall, Rossendale BB4 6SJ**  
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URN: **119797**

Headteacher: **Tim Beesley**  
Chair of Governors: **Gerard Greenhalgh**

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Canonical Inspection under Canon 806 on behalf of the Diocese of Salford  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: **16<sup>th</sup> – 17<sup>th</sup> November 2011**  
Date of previous inspection: **January 2009**  
Reporting Inspector: **Colin Mason**

<b>The Inspection Judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>
Overall Effectiveness of the School	2	1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Capacity for Sustained Improvement	2	
Outcomes for Pupils	2	
Leadership and Management of the Catholic life of the school	1	
Effectiveness of the Provision for Catholic Education	2	

## **Information about the school**

All Saints' is a smaller than average 11 – 16 Catholic High School and Languages College serving a number of parishes in the Rossendale Valley. Of the 435 learners on roll, 93% are of White British origin and close to 70% of the pupils are baptised RC. 18% of learners are eligible for free school meals and 17% of learners are identified as having special educational needs with 2.5% of these having a statutory statement. Of the 27 FTE teachers employed by the school, 16 are Catholic and this represents 66% of the teaching staff. The school holds a number of awards including Investors in People and Healthy School status.

## **Overall Effectiveness**

**Grade 2**

All Saints' is a good and improving Catholic school with a number of outstanding features. There is a genuine and deep sense of collective commitment, displayed across all groups of staff to create the nurturing, secure and stimulating environment articulated so clearly by the Headteacher and other senior leaders in the school. The opening lines of the Mission Statement challenges All Saints' 'to be a school where the Catholic faith is taught, lived and celebrated'. Throughout the inspection there was strong and clear evidence of these ideals being realised. Governors keep the work of the school under regular review offering the appropriate levels of challenge and support, to ensure that there are improvements in outcomes for all learners. Standards in both the quality of teaching and levels of attainment in Religious Education are rising and should progress at a greater rate with the planned increase in capacity in this specific area of school life. Pupils respond well to the wide range of opportunities offered to them to be of service to others and some are able to articulate a clear understanding of how global, national and local issues can impact on their own lives and the broader community.

## **Capacity for sustained improvement**

**Grade 2**

The Inspector agrees with the school's judgement that the capacity for sustained improvement is good. Improvements in examination performance across the whole school, coupled with the more positive financial position indicate that progress has been made since the last inspection (2009).

The revised management structure and increased levels of accountability have enabled the school to more accurately self-evaluate and this should serve the school well in the future.

The significant demands currently made on the Religious Education subject leader are recognised by senior leaders and governors and they must seek ways of ensuring that the progress made in KS4 is maintained and transferred to KS3.

The Headteacher, Senior Leaders and Governors consistently communicate high expectations and strive to translate the Mission Statement into action. The goodwill and commitment displayed by the staff of the school clearly indicates a positive climate, culture and desire for sustained improvement.

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

- Consider increasing the capacity in RE to build upon recent improvements in attainment and progress and;
- Further strengthen the prayer life of the school by implementing plans to appoint a Chaplain and;
- Further develop the tracking of individual pupil progress across Key Stage 3 by reviewing Schemes of Work and associated Assessment Tasks

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

#### **Grade 2**

Pupils respond to the whole range of prayer, reflection and liturgical experiences provided by the school. They participate with reverence in assemblies and services and enthusiastically volunteer for involvement in both the planning and delivery of the various celebrations. The recent Remembrance Service epitomises the strong sense of belonging which is evident across the whole school community.

Mass is celebrated regularly in school and there are opportunities for students to receive the Sacrament of Reconciliation during Lent and Advent. The weekly assembly in school, which is planned around specific themes and the liturgical calendar, features a high level of participation by pupils supported by contributions from staff across many areas of the school.

Pupils very effectively articulate the Catholic mission of the school; through participation in a range of charitable activities such as, CAFOD, Relay for Life, Help the Heroes and the Rwanda Appeal they display a genuine sense of service to others. The programme of reflections and retreats which the school plan are greatly appreciated by pupils. The annual Castlerigg retreat, which provides opportunities for spiritual, moral and social development, is regarded by many students as the highlight of their school life.

The pride and sense of responsibility shown during the inspection by prefects, mentors, school council members and Prayer Relay Ambassadors further strengthens their commitment to the school and positively enhances pupil outcomes

Almost all Year 11 pupils are entered for GCSE Religious Studies. The school has accurate and detailed data to support the tracking of pupil progress. This data is most effectively used in KS4 where there is good evidence that outcomes at KS4 are improving and are now broadly in line with national averages. Evidence from lessons observed, pupil interviews and scrutiny of work confirms a positive attitude towards Religious Education, where pace and challenge, active learning and good behaviour support pupil progress in both key stages.

## **How effective the provision is for Catholic Education**

### **Grade 2**

Prayer and worship is an integral part of All Saints' where a wide range of resources allows spiritual and stimulating acts of worship to take place in a variety of settings. Observation of form periods, assemblies and staff briefings confirm that all members of the school community regularly participate in formal and informal prayer. The planned addition of a Chaplain will support the broader Catholic life of the school and provide some compensation for the reduced availability of the local clergy.

The Religious Education curriculum provides for the spiritual, moral, social and cultural development of all pupils. Although not fully meeting the requirements of the Bishops' Conference, the Religious Education curriculum is well structured, planned and subject to regular review. Interviews with pupils demonstrated a real appreciation for the variety of learning opportunities presented in Religious Education lessons. These opportunities encouraged them to consider and explore a number of challenging moral and ethical issues at the same time as growing in their understanding of their faith or those of other religions.

The most effective teaching observed was characterised by detailed planning which identified specific roles for the teaching assistants who worked effectively but not exclusively with children with specific needs; provided opportunities for pupils to learn from one another and regularly checked understanding throughout the lesson.

Non specialist teachers are well supported by the subject leader. An increase in specialist teacher input would however potentially accelerate the rate of improvement and reduce the demands on the sole full time specialist.

No overall judgement of the Quality of Teaching and Learning can be made due to the limited number of lessons and individual teachers available to be observed during the inspection. However of the lessons observed 66% were judged to be good or outstanding and no lessons were judged to be inadequate.

Interviews with pupils and work scrutiny confirmed that they are involved in their learning and are aware of their levels and how to improve.

Pupils articulated very clearly the benefits to them of the whole school marking policy which not only provided valuable feedback from the teacher but also gave them an opportunity to reflect more on their own learning and progress. This type

of shared experience, supported by the SHINE rewards strategy, enhances the positive relationships between staff and pupils and coupled with clear expectations in terms of behaviour and discipline, allows learning to flourish.

## **How effective leaders and managers are in developing the Catholic life of the School**

### **Grade 1**

The Inspector agrees with the school's judgement that the effectiveness of leaders and managers in developing the Catholic life of the school is outstanding.

Leaders and Managers at all levels are engaged in the systematic monitoring and evaluation of teaching and learning, attainment and rates of pupil progress.

Leaders at all levels are committed to ensuring that the Catholic life of the school is embedded in all day to day activities. Members of the All Saints' governing body, through formal committee structures, are knowledgeable regarding the work of the school and provide appropriate support and challenge to all aspects of performance as a Catholic school. The financial commitment, in the face of many competing demands, to recruit a school chaplain provides clear evidence of the Governors intentions to strive for excellence as a prayerful Catholic community. The appointment of a chaplain will also enable the subject leader to address the shortage of specialist teachers and the impact this is having on attainment and progress.

Leadership and management of curriculum Religious Education is good overall and has some outstanding features. The subject leader, supported by the data rich 'management file', is carrying out regular and effective monitoring and evaluation of appropriate areas including the quality of teaching and learning and attainment and progress. The detailed subject development plan provides a framework for a three year period reflecting subject and broader 'Catholic life' priorities.

In the context of recognising the relatively monocultural nature of its own environment, school leaders need to provide, across the whole school, a range of opportunities for pupils to develop their understanding and appreciation of other faiths and cultures.

The school has correctly identified the need to raise the profile of the school within the local community. Through a range of strategies including, high quality newsletters, links to local media and an increased level of engagement with local Catholic primary schools and parishes, recruitment is improving and perceptions are being positively influenced. Pupils participate in local community activities which increases their understanding of people at the margins of society. All of the above contributes to the school being held in increasingly high regard by the local community.