



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ALL HALLOWS CATHOLIC HIGH SCHOOL

PENWORTHAM

Inspection Date	Friday 5 July 2013
Inspectors	Deacon Paul Mannings Mrs. Elizabeth Dolan
Unique Reference Number	119802
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic voluntary-aided, mixed comprehensive
Age range of pupils	11-16
Number on roll	896
Chair of Governors	Mr. Mike Perry
Headteacher	Mr. Chris Riding
School address	Crabtree Avenue Penwortham Preston PR1 OLN
Telephone number	01772 746121
E-mail address	enquiries@allhallows.lancs.sch.uk
Date of last inspection	Wednesday 26 September 2007

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- All Hallows Catholic High School is a voluntary-aided, 11-16, mixed comprehensive.
- The school is situated in the Lancashire Authority.
- There are 893 pupils on roll of whom 93% are baptised Catholic, with 6% from other Christian denominations and 0.78% from other world faith or religious traditions.
- Pupils are drawn from associated Catholic primary schools in the pastoral area, together with 17.4% from a Catholic school within a neighbouring diocese.
- The school has 60 teachers of whom 70% are Catholic.
- The Religious Education department has six members; five full-time and one who also teaches another subject.
- Five are qualified in Religious Education.
- The head of Religious Education was appointed since the last inspection.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

All Hallows provides outstanding Catholic Education.

Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- The Mission Statement, 'Growing together in the spirit of Christ's love', is the heartbeat of school life.
- In recent years the Mission Statement has been rigorously reviewed by the whole community. The process was followed by a systematic re-discovery of its aims and how these apply to every aspect of the school's charism.
- This has resulted in its thorough understanding by the pupils. With abundant appreciation and confidence they describe how the Mission Statement directs their pastoral care.
- They have immense pride in their school because of its overriding contribution to their spiritual, moral and academic development.
- Pupils refer to their staff with great affection. Indeed they know the same level of affection is returned.
- They provide examples of wide ranging projects undertaken by staff and pupils for the common good, locally, nationally and internationally.
- Pupils speak about the excellence of Religious Education in helping to shape their Catholic lives. They are encouraged at every stage to live the same gospel values and virtues exposed during lessons.
- There are active links between the school and neighbouring parishes. They feel connected to diocesan life, again through their levels of practical commitment and a complete sense of belonging.
- They highly value the work of the lay-chaplaincy. This is because it underpins every aspect of Catholic Life. They are invited to share in the ministry by supporting each other and by making a difference in the wider world.
- The result is a community of pupils who understand how to live Catholic Life.
- The school has an ethos of celebrating achievement.
- Pupils cite the comprehensive retreat programme as a key means of growing together in faith.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show outstanding levels of achievement and attainment in Religious Education.
- In both Key Stages attainment is at least good and in most areas outstanding. By the end of year 9 some 90% of pupils are working either at or above Level 6.
- This provides their foundation for attainment and achievement that consistently well exceeds the national average for GCSE performance in Year 11.
- In 2012 90% of pupils achieved grades A* - C, with 49% of these gaining grades A* - A. Results for A* - C exceeds by 10% the outstanding results achieved in the two previous years.

- Pupils' performance is the result of the high standards of teaching and learning. It is also supported by excellence in assessment.
- Pupils' own outstanding motivation and behaviour is a key factor to their success.
- Attainment and achievement is rooted in learning about and learning from religion.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- There are maximum opportunities for their leadership of and sharing in all acts of worship.
- Pupils enjoy Collective Worship because it is meaningful to them. They connect with the chosen themes because each focuses on their need and the needs of others. They regard the content as highly challenging in encouraging their practical response.
- Pupils refer to retreats as vital in offering alternative prayer experiences. These are matched in school by the quality of form and year group gatherings. They appreciate the abundant opportunities for more informal prayer. Celebration of the Liturgical year increases their whole sense of belonging to and participating in Church.
- Pupils enjoy singing and performing drama. They value the frequency of opportunities for personal stillness or reflection.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Three members of department serve the school's teaching and learning team. There is an abundance of quality practice in lessons. These includes maximum pace and progress in most learning. Both independent and group learning is well managed and resourced. Pupils have clear direction for learning. Lessons are well planned. Teaching is creative. Teachers discussion with and feedback from pupils is particularly effective. There is abundant enthusiasm and enjoyment in lessons for teachers and pupils. Some lessons may benefit further from more time allowed for sharing outcomes in the plenary stage.
- There were extremely few elements requiring improvement. There was a need for more pace and progress. There was also a need for tighter structure in delivery of content.
- Differentiation is focused on the needs of all pupils. It is evident within the setting of pupils. All work is designed for maximum participation and extension.
- Religious Education has a well- structured and successful scheme for marking and assessment. This is used consistently. The process is valued by pupils because it impacts positively on their progress.
- In Key Stage 3 all pupils are set end of year targets. There is a specific sheet in each book for assessment levels. Pupils record the level attained for each of the two half – termly levelled homework assessments. There is high quality marking. Pupils receive written feedback which is positive, encouraging and challenging. They are able to be actively involved in their learning. Peer assessment is used extremely well.
- In Key Stage 4 GCSE course files are well organised and presented. Pupils are fully conversant with the GCSE marking scheme. They are equally aware of the demands of different types of questions. There is evidence of quality peer assessment. End of unit reviews and end of course reviews are used for pupil feedback. Pupils are encouraged to reflect on progress and plans for improvement.
- In both Key Stages pupils take a pride in the completion and presentation of their written learning.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- Pupils receive the 10% curriculum requirement.
- In Key Stage 3 the programme of study is clearly focused on the process of Research, Revelation and Response.
- In Key Stage 4 all pupils follow the two year GCSE specification which is well suited to their needs.
- In both Key Stages the content is structured, differentiated and underpinned by assessment.
- The whole process of assessment has been overhauled. There is greater focus on prior learning and homework informing progress. It is successful and making a strong impact on attainment and achievement.
- The content has maximum scope for individual pupil reflection.
- Church Teaching is presented clearly and applied practically to pupil's lives.
- Consequently provision fulfils the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales - 2012

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Provision for form and year group gatherings is well co-ordinated by senior leadership, lay-chaplaincy and Religious Education staff.
- Resources are a specific strength. Prayer sheets are issued weekly to staff. These contain Scripture, prayer and reflection. There is direction for presentation and participation. The content is appreciated by staff and pupils.
- Monitoring of Collective Worship is encouraging. The process enables the sharing of good practice. It also identifies areas for improvement. In-service training is an annual event for teachers.
- Training is also available to pupils.
- The whole package of provision supports the Liturgical Year. This is clear from the range of services and interaction with parishes.
- A specific strength of Collective worship is the popularity of the regular and more informal opportunities for prayer. One key example is Breakfast with God. Another is the comprehensive retreat programme. The quality and participation of pupils and staff makes a key contribution to Catholic Life.
- The whole staff community is immersed in the prayer life of the school both through their own gatherings and by interaction with pupils.
- Collective Worship makes a vital contribution to pupils' spiritual and moral development.

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

- Leaders, governors and managers are outstanding in promoting and developing the Catholic Life of the school and show good understanding of and commitment to the Mission of the Church.
- Since the last inspection the process used for reviewing the Mission Statement was exemplary. The resultant expression and living of its aims has been embraced by the school.

- Staff, pupils and parents are unanimous in their overwhelming support of Catholic Life. They are included. They feel at- home and cared for. All want to express this through involvement in the prayer life and in activities that promote the Gospel message.
- There is an ethos of staff and pupils being prepared to self-start in the name of Catholic Life. There are high levels of support for the annual diocesan Lourdes pilgrimage.
- Monitoring of Catholic Life takes place through the Section 48 Evaluation. Strategies for development are challenging. Notably governors and senior leaders are actively involved in numerous ways. Two examples are firstly the financing of the entire retreat programme for every pupil and many members of staff. Secondly there is promotion and generous financial support for all who wish to undertake the Catholic Certificate in Religious Studies.
- Chaplaincy is regarded as vital to school mission and ministry. This role is highly valued and respected by the community. The lay-chaplain facilitates the chaplaincy team and liturgy group. Detailed annual reports express the living of lay- chaplaincy in a comprehensive programme of both outreach and abundant on- campus support.
- Consequently Catholic Life is a lived priority expressed through shared ministry. This ministry extends to the diocese through the schools selfless support of diocesan leadership conferences, newly qualified teachers, and the development of Religious Education programmes of study.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- The head of department provides outstanding leadership and management. The current post-holder was appointed since the last inspection. Religious Education remains a leading department. Furthermore the head of department has raised the standard even further to meet current benchmarks.
- Religious Education is securely at the core of the curriculum. The governors, headteacher and deputy headteacher (previously head of department and still teaching Religious Education) are its line-managers. The task is vocational. The process is well supported by exhaustive challenge expressed in the Section 48 Self-Evaluation.
- The department has outstanding and committed practitioners.
- Leadership and management ensure the highest standards of attainment and achievement of pupils. This is supported by high quality assessment and tracking of their progress.
- Pupils in turn highly rate Religious Education. This is also true of many other staff. These expressions of support give credibility to a statement made during the inspection that, "Pupils in Religious Education don't just succeed, they love it!"

What the school needs to do to improve further:

- Maintenance of outstanding Catholic Life and Religious Education by:
 - Confident and continued use of the Section 48 Self-Evaluation as a tool for development.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
