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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ALL SAINTS' CATHOLIC COLLEGE
Bradley Road, Huddersfield, HD2 2JT

School URN

107782

Date of S48 inspection and
OE grade

10th / 11th May 2018
Outstanding (1)

E-mail address

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Chair of Governors

Mr C L'Estrange

Headteacher

Karen Colligan

RE Subject Leader

Kate O'Neill

Date and grade of last S48
Inspection

March 2013
Good (2)

Section 48 Inspector/s

Paul Martin / Christopher Devanny

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 is the school in providing Catholic Education.

1

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

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

3

Summary of key findings:

This is an Outstanding School

- Pupils like and value their school where pupils from different cultures and religions are able to be part of this Catholic community, living daily together as one happy community. Pupils appreciate the benefits of belonging to All Saints Catholic community and actively participate in the school's mission. Pupil behaviour is outstanding around the school.
- All pupils have the opportunity, through questionnaires, to have their say in all aspects of the Catholic life (CL) of the school, although further and detailed evaluation of this will lead to more accurate planning for improvement.
- The school prayer, its mission statement along with the prominently displayed Beatitudes clearly express what this school community is striving to achieve for every pupil. Further work around sharing this more succinctly with all shareholders will enable further improvement in the work undertaken across all areas of the school.
- RE time has been used to cover most aspects of Personal , Social , Health and Careers education (PSHCE) and this is being phased out to allow RE time in future to be focused entirely on the RE Curriculum.
- A new tutorial programme began in September 2017. Monitoring and evaluation of this will need to be initiated along with key action points to ensure that all pupils are receiving high quality provision.
- The school's behaviour for learning (BfL) and SEN department consists of a committed team who work very effectively to ensure that all pupils are included and their needs addressed.
- Leaders and Governors are fully committed to the Church's mission in education. They undertake their respective roles with energy and enthusiasm and see the continued development of the Catholic life of the school as the number one priority.

- Following a short period as interim leader in the school, the newly appointed Principal is successfully leading with a clear vision. Parents are very supportive of the “vision of being in it together” articulated by the school’s leadership.
- The recent introduction of the Governors sub-committee “Catholic Life and Pastoral Management” is ensuring that the Catholic life of the school is constantly monitored through regular reports from relevant staff. Governors have a keen interest in overseeing how things are developing and look to support and challenge where necessary.
- Previous recommendations have generally been addressed although further work is needed with respect to pupil involvement in leading and planning worship.
- Almost all pupils make good progress and many make outstanding progress in each key stage in RE. Trends over time indicate that the progress pupils make in RE is significantly higher than both national and diocesan averages.
- The majority of pupils concentrate well and RE lessons are seen as enjoyable, calm and purposeful. Teachers’ expectations are high and as a result pupils view RE as a lead department within the school, a subject where they know they will do well. Teaching in RE is, in vast majority of cases, consistently good with no teaching that is inadequate. Leaders and governors are outstanding in their commitment to Religious Education. The curriculum leader for RE has an inspiring vision for RE in the school. RE is an outstanding department which has a relentless focus on pupil progress.
- Pupils have the opportunity on occasion to read scripture and prayer from adult prepared material for Mass readings, tutorial Collective Worship and year assemblies. The school recognises that provision for CW needs to be developed further to enable more pupils to be leaders of CW on a more regular basis.
- Pupils value the resource that the school chapel provides and the opportunities they have for quiet prayer during the school day. They participate in opportunities to sing, to pray quietly and to join in community prayer although not all are engaged. Further work with all pupils, to develop a greater involvement and participation needs to be planned for and the school is aware of the need for further development in this area.
- Pupils recite the school prayer frequently and with meaning. Collective Worship is central to the life of the school.
- Class based Collective Worship is fairly routine and varies from limited provision to full use being made of the time available for meaningful prayer and reflection. Leaders are correct in their evaluation that there needs to be quality assurance procedures in place for the chaplaincy work of the school including the evaluation of tutorial time CW.

What the school needs to do to improve further.

- To continue to establish robust systems for the monitoring and evaluation of the Catholic life of the school in order to improve pupil outcomes.
- To improve pupil outcomes in Collective Worship by developing effective quality assurance procedures for assessing Collective Worship provision.
- To ensure that all stakeholders are fully aware of the school's Catholic life and Mission and to continue its review in light of proposed movement towards Academy status.

Information about this inspection

The Inspection of All Saints College 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 Bishop 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 2017).

The inspector reviewed in detail the following aspects:

The Catholic Life of the school, including leadership and quality assurance procedures.
The teaching and progress in RE across Key Stage 3 (KS3) and Key Stage 4 (KS4)
Collective Worship pupil outcomes, provision and leadership covering quality assurance procedures.

The inspection was carried out by 2 inspector over 1 ½ day(s):

- Observation of 4 lessons covering all teachers of Religious Education (RE) and 3 tutorial sessions.
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the Principal, members of the senior leadership team, RE leader and key Stage 3 (KS3) lead, lay chaplain, chaplain, chaplaincy group, governors, Behaviour for Learning (BfL) managers, SEN coordinator, monitoring, tracking and assessment managers, pupils, staff and parents.
- Examination of school and department documentation including school improvement plans, policies, monitoring and evaluation records, planning and assessment files.
- Collective Worship in a Year 8 assembly and in three form groups in addition to a Mass with Year 9 in celebration of the Feast of the Ascension.
- Inspectors also visited a staff briefing.

Information about this school

- The principal retired at the end of December 2017. Governors worked closely with the Diocese and LA in order to recruit a new principal to the school. A new principal was appointed Easter 2018 and so is new to the post.
- All Saints College is a voluntary aided mixed comprehensive school in Kirklees Local Education Authority. The college was named as the provider of Catholic Education at secondary level for Huddersfield and Halifax in 2011, and the 715 students on roll in April 2018 (371 boys; 344 girls) are drawn from a wide geographical area, largely from nine feeder Catholic primary schools in Kirklees and Calderdale. As part of the college's Catholic ethos it takes a significant number of non-Catholic students from up to 19 other feeder schools its immediate catchment area.
- The school serves the children who live in the primary school defined areas of St Patrick's Birkby, Our Lady of Lourdes Bradley, St Joseph's Dalton, St Joseph's Brighouse and St Patrick's Elland, St Mary's Halifax, Sacred Heart Sowerby Bridge, St Malachy's Halifax, St Joseph's Halifax and go to the Catholic primary schools serving those areas.
- All Saints Catholic College moved to a new site in September 2017.
- Students are not selected on ability but the admission criteria are based on their Catholic/Christian Faith and/or on their attendance at one of our feeder schools. 47% of the students are Catholic.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Pupils like and value their school and can discuss how it brings them together as one, with strong positive relationships in existence. They particularly enjoy the fact that pupils from different cultures and religions are able to be part of this Catholic community, living daily together as one happy community.
- Pupils appreciate the benefits of belonging to All Saints Catholic community and actively participate in the school's mission. Pupils recite the school prayer frequently and with meaning as part of the school's daily act of worship. Many pupils can link this to the "Beatitudes", which are prominently displayed in the entrance foyer, demonstrating pupils' actions in supporting those in need. Pupils are involved in planning and managing a range of charitable events to raise money on many occasions throughout the year. Charitable work is common place at All Saints covering national and local need and pupils themselves initiate some of these. Some pupils

visited their local parishes to speak to parishioners about Lourdes and to seek funding to help them with the costs of taking part in the diocesan pilgrimage

- Pupil behaviour is outstanding around the school. They are keen to support others who are in need of extra help. An example of this is the buddy scheme where year 10 pupils support new pupils in Year 7 to improve their reading and help with settling into the school during transition from primary to All Saints College. They undergo training for this role at the end of Year 9 and their involvement can contribute towards their Duke of Edinburgh Award. Almost all pupils know that their behaviour has consequences and all appreciate the clear boundaries that have been given. They appreciate that success is celebrated and groups and individuals are frequently rewarded for their efforts. They show a genuine ability to forgive and be forgiven and appreciate the time that staff give to working through problems when they arise. Pupils support one another and are tolerant towards each other and to those who have additional learning, physical or emotional needs. One parent commented that the “children are so respectful and although my son didn’t come through from a Catholic feeder school, he has really settled in well. Everyone comes together in this very inclusive school.”
- Pupils demonstrate a respect for other people’s faith beliefs and are generally respectful during Mass and other occasions when they gather together as a year group. Further work to engage all pupils during these services more effectively needs to be more systematically planned over time.
- Some pupils, through the School Council and newly formed Chaplaincy group, contribute to evaluation of key religious events. All pupils have the opportunity, through questionnaires, to have their say in all aspects of the Catholic life of the school, although further and detailed evaluation of this will lead to more accurate planning for improvement. Pupils value the chaplaincy provision, identifying that the lay chaplain is there to support them across areas of their spiritual and moral development and welfare.
- Pupils, along with their parents, speak very positively about the many opportunities they are given to strengthen their spiritual and moral development. Pupils mention annual retreats particularly and the school leaders, along with the chaplain have been able to plan successful alternatives to the Diocesan previous provision in Ilkley.
- The school prayer, its mission statement along with the prominently displayed Beatitudes clearly express what this school community is striving to achieve for every pupil. Further work around sharing this more succinctly with all shareholders will enable further improvement in the work undertaken across all areas of the school.
- Staff are committed to the mission of the school and involve themselves in all areas which reflect the Catholic Life of the school community. They ensure that this permeates the curriculum. An excellent example of this is the running of an art project on the Stations of the Cross leading up to Holy Week. They contribute willingly in supporting retreats and staff prayer, for example, along with the opportunities for CPD on Catholic life. Displays around the school reflect the Catholic nature of the school. Further consideration should be given to enhancing this by considering, for example, development of the external displays and signage during the final completion of landscaping.
- The school uses a wide and effective range of external agencies to support the most vulnerable and those in various need, including the provision of a Catholic Care worker on 1 day per week. Staff also take advantage of this support. Various support groups are initiated, for example, Anger Management and Parent Support Groups.

Additionally, pupils appreciate the opportunity and time given by the school chaplain and other members of staff when they are in need of support.

- Parents are very happy with many aspects of the school and speak positively about the school community. They appreciate the arrangements around staggered breaks and lunchtime and believe there is a calm atmosphere around the school with excellent relationships existing between all connected with the school. One parent commented that her disabled son is “really thriving, especially in the new school where he now has access to all areas of the school”.
- Some RE time has been used to cover most aspects of Personal , Social , Health and Careers education (PSHCE) and this is being phased out to allow RE time in future to be focused entirely on RE Curriculum. Careers education is now undertaken during drop down days at key times in the year. A new tutorial programme began in September 2017 with resources supplied by the present coordinator. Monitoring and evaluation of this will need to be initiated along with key action points to ensure that all pupils are receiving high quality provision. Pastoral programmes, PSHCE and Relationship and Sex Education (RSE) are taught and reflect Catholic teaching, although a more robust system for monitoring and evaluating provision will be helpful in further development of the content and teaching strategies.
- The school’s behaviour for learning (BfL) department consists of a committed team covering various of pupil behaviour, learning difficulties or need. This wide ranging team, work very effectively to ensure that all pupils are included and their needs addressed. Pupils are given opportunities to reflect on their behaviour through individual mentoring, assemblies and form time when self-discipline is encouraged as well as being expected. A range of rewards and sanction are understood by all students ensuring that pupils know about the consequences of their behaviour. An appeal procedure ensures that pupils voice is heard if they have concerns as to why they have been “punished”. Very good collaboration exists with other local schools and this has ensured that exclusions are reduced and that all pupils move onto either education or into some form of training at the end of Year 11. Much restorative work is undertaken when things go wrong, so that pupils develop self-discipline, thinking about the consequences of their actions and are able to be effectively be re-integrated if internal exclusion has been necessary.
- Many links with other educational providers ensures that all pupils’ needs are met both academically and pastorally. Most of these are onsite but the school also uses offsite provision to enhance their curriculum and support when needed. Several pupils, for example, are educated offsite to enable them to follow more suitable and accessible courses appropriate their need.
- Learning and behaviour support plans take into account the development of the whole child. Excellent links exists with a range of external agencies ensuring that all needs are being addressed. The special needs coordinator commented that “We often talk about prayer, scripture and ask “what would Jesus do? We, the BfL and Student Turnaround and Re-integration (STAR) teams, work closely with each other. We never give up. We support those pupils and families in need of additional help.”
- Leaders and Governors are extremely fully committed to the Church’s mission in education. They undertake their respective roles with energy and enthusiasm. All connected with the school see the continued development of the Catholic life of the school as the number one priority and this is reflected in their school improvement plan. A more rigorous and searching analysis will enable clearer ongoing targets to be set which will lead to further development of the Catholic life of the school with all

stakeholders. Review of the mission statement has rightly been put on hold due to the movement towards Academy Status.

- Leaders and managers of the school ensured that the Chapel was situated in an accessible, central location in the new school. Displays at the school building entrance and around the school clearly show the Catholic nature of the school.
- Following a short period as interim leader in the school, the newly appointed Principal is successfully leading with a clear vision and this is supported by all. Parents are very supportive of the “vision of being in it together” articulated by the school’s leadership.
- The recent introduction of the Governors sub-committee “Catholic Life and Pastoral Management” is ensuring that the Catholic life of the school is constantly monitored through regular reports from relevant staff. Governors have a keen interest in overseeing how things are developing and look to support and challenge where necessary. For example, in wanting to reduce the number of exclusions have been generous with their time to attend pre – exclusion meetings as an additional strategy to keep pupil in school and engaged in lessons. One governor commented that “Engagement with challenging pupils is what we are about as part of our Catholic life. ... how we treat, look after and support others”. Governors are fully committed to their work and show understanding of the needs and areas for development within the school. Further challenging around the area of rigorous monitoring and evaluation of the Catholic life will help them to further challenge and support where necessary.
- One parent commented that the school has excellent communication systems to keep parents fully aware of what is happening at school and how their child is doing. Parents of pupils with special learning, behavioural and emotional needs speak highly of the positive engagement they have with the school.
- Continued professional development for all staff with respect to their role in developing the Catholic Life of the school is undertaken once a term. New staff undertake induction about working in a Catholic school along with the expectations required. In addition to this, further joint CPD days have been undertaken with primary feeder school. Teachers talk positively about the opportunities they have for bringing the Beatitudes to life during their subject teaching or during form tutorial time.
- The governors have approved the policy for RSE, following the guidelines from the Diocese.
- The school is highly thought of by the local community as providing an excellent all round education for its pupils. Parents, from a variety of backgrounds and religions are appreciative of the opportunities that the school provides in supporting the spiritual and moral development of their children.

RELIGIOUS EDUCATION

Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for	1

- Almost all pupils make good progress in each key stage, with many achieving outstanding progress. Trends over time indicate that the progress pupils make in RE is significantly higher than both national and diocesan averages. Over the last three years almost all groups of pupils made progress in the RS GCSE when compared to national averages. In 2014-15 and 2015-16 all groups made significant progress at GCSE in RS. In 2017 significant progress was made by most groups, but three groups, those in receipt of FSM, Lower attainers and Black African pupils achieved below the national average. However, teacher assessment of the present Year 11 indicates that all groups are making significant progress using the FFT 50 measure. In KS 3 (Years 7 and 8) teacher assessment indicates that progress is good with 74.6% of pupils in Year 7 above or on target and The progress made by pupils in RS over time makes the RE Faculty a significant player in the College's desire to increase the life chances of all pupils, irrespective of their starting points.
- Attainment in RS at GCSE is consistently at, or just above, both national and diocesan averages. This is significant given that the RE Faculty enters, without exception, all Year 11 students for the GCSE examination.
- Most pupils, relative to their age and capabilities, are religiously literate. All teachers have a systematic focus on key words during KS 3 and observations demonstrated good levels of religious literacy in discussions and question and answer sessions. The new RS GCSE (first teaching 2016) has significantly increased the specialist vocabulary expected of pupils. Pupils recognise the importance of specialist vocabulary, and as evidenced through discussion with inspectors, increasingly can apply it to their own lives.
- The whole school 'Behaviour for Learning (BfL)' strategy is understood by all RE teachers and pupils. As a result of its positive approach, the great majority of pupils concentrate well and lessons are calm and purposeful. Teachers' expectations are high and as a result pupils view RE as a lead department within the school, a subject where they know they will do well.
- Lesson observations indicate that the vast majority of pupils enjoy their learning in RE. Pupils enjoy being set challenges and are happy to work with partners and in small groups to craft responses and find solutions. In a GCSE class, pupils were given an incomplete glossary of specialist vocabulary to fill in and they worked well in pairs to complete it. This demonstrated their subject knowledge and this then led to ways in which this could be applied in an exam style question. Relationships between teachers and pupils are excellent; pupils praise the commitment of RE teachers and their specialist subject knowledge. Pupil voice indicates that pupils enjoy their learning in RE. Comments heard by the inspector included, "I like RE because it allows you to give your own opinion and listen to other opinions too", "It's good to learn about God and Jesus and during RE you become closer to them" and "Miss isn't judgemental and helps me to improve my work."
- Work scrutiny shows that pupils' current work is of a good quality. It is evident that pupils use a range of resources to enhance their learning. Exercise books demonstrate an ability to interpret sources and symbols rather than just describe them.
- The RE Faculty's records, inspection observations and work scrutiny all demonstrate that teachers are highly effective in planning lessons linked to pupil's current assessment which consolidate and extend pupil's learning. The faculty plan lessons

together which enables the sharing of outstanding practice. Differentiation is a feature of all lessons, this is sometimes demonstrated by pupil outcomes, but the majority of differentiation is based on common resources that are differentiated before teaching in light of the needs of pupils. This ensures consistency, but also allows teachers the freedom to use a variety of approaches to engage and challenge their pupils. As a result, teaching is, in vast majority of cases, consistently good with no teaching that is inadequate.

- Teachers have excellent subject expertise and understand how pupils learn. While a structured approach to all lessons is evident, subject specialists freely adapt their lessons and use a range of approaches and resources to meet the needs of their pupils. Teachers use time efficiently, ensuring lessons enable pupils to make progress. Teachers understand the importance of assessment for learning and have a consistent approach to questioning and feedback. In one observed lesson the teacher used skilful questioning to deepen all pupils awareness of the concept of 'sacrifice'. In another lesson, expert questioning enabled pupils to show how some decisions we make are more serious because they have a bearing on one's character and ultimate end.
- The use of feedback to consolidate and enable pupils to make the next step in learning is a feature of all lessons. The RE Faculty follows the whole school strategy of commenting on the quality of a pupil's work on a regular basis. This strategy (CAR = comment, action, response) allows for self-assessment, peer assessment and teacher assessment. The majority of feedback is done by the teacher, but pupils regularly add a further response to their work based on the learning outcome which deepens their understanding. The CAR strategy should be used to give pupils more opportunities to self-assess and peer assess, methods proven to facilitate pupil understanding and independence.
- The RE Faculty has used assessment to ensure progression within and between KS 3 and 4. The new assessment at KS 3 mirrors the format and language used in the primary phase from 'beginning' to show understanding to 'mastery' of a concept or skill. This incremental approach has been informed by GCSE criteria to ensure a higher level of challenge at KS 3. While it appears to work within All Saints', the KS 3 end of year assessment descriptors need to be agreed and standardised at diocesan level.
- Achievement is often celebrated. The RE Faculty use the 'Behaviour for Learning' strategy well, giving far more praise points than sanctions. Samples of good work are displayed in classrooms and teachers regularly telephone home to inform parents of achievement and to celebrate success.
- Leaders and governors are outstanding in their commitment to Religious Education. The RE curriculum meets the requirements of the Bishops' Conference in every respect. The KS 3 programme of study is now based on the Catholic online resource entitled 'People of God' written by NBRIA (the National Board of Religious Inspectors and Advisers) in light of the Catholic RE Curriculum Directory (2012). This ensures that RE in KS 3 is now distinctly Catholic, while ensuring that the teaching of other faiths – principally Islam and Sikhism – are accurate and appropriate representations of those faiths. At GCSE, the RE Faculty follows the RS Eduqas Route B one of the routes to GCSE approved by the Bishops' Conference.
- Leaders and governors ensure that 10% of curriculum time is given to the RE Faculty. This time included the teaching of some PSHE by RE teachers, but governors now recognise that the new RS GCSE requires all the available time. Consequently, from September only RE will be taught in the 10% of curriculum time allotted to the teaching of RE.

- RE has full parity with other core subjects. RE classrooms are housed together within the new school building. The rooms are spacious, with sufficient display boards and the necessary technology. Financial expenditure indicates that RE is given the resources it needs to remain an outstanding department. Leaders and governors understand the need for effective CPD and have enabled RE staff to attend opportunities to develop their subject expertise beyond the regular meetings, especially in relation to the new RS GCSE. This has increased teachers' confidence in the teaching and assessment of the new GCSE.
- Leaders and governors self-evaluation of RE is an accurate reflection of rigorous monitoring, searching analysis and self-challenge. The tools used to monitor RE are well designed and effective. The high regard in which the RE faculty is held is shown in the annual cycle of subject review, called the 'Mini-Toolkit of Pupil Progress', which prioritises those subjects most in need of review or intervention. In the last three years the RE Faculty has been reviewed in the summer term, demonstrating its outstanding KS4 outcomes and the esteem in which it is held by senior leaders and governors. However, the RE Faculty benefits from a regular quality assurance cycle, which includes lesson observations and 'drop in', work scrutiny and pupil voice. The whole school strategy entitled 'Steps to Success' (S2S) is used to excellent effect by the RE Faculty. S2S is an analysis of all the relevant data on each pupil, which tracks their progress five times a year. A summary sheet provides an overview which is easy to use and understand, and parent friendly. The parent app on which the S2S is placed is greatly appreciated by those parents that use it and the school should again promote its use to all parents. The great benefit of the S2S system is that it allows teachers to target support and intervention as well as show the progress that individual pupils make between assessment windows. A faculty action plan is devised in light of the quality assurance procedures and reviewed at weekly 'Teaching and Learning' meetings with the Principal (Head of RE line manager), Acting Deputy Principal and the Head of RE. All these aspects of the quality assurance cycle are recorded in minutes or on individual evidence pro-forma. Consequently, there is a wealth of evidence to make judgements with a high degree of confidence.
- The curriculum leader for RE has an inspiring vision for RE in the school. RE staff share this vision, as a result relationships are excellent and morale is extremely high. RE is an outstanding department which has a relentless focus on pupil progress through consistent good teaching. The RE Faculty and its leader is recognised as a lead department by staff, parents and pupils, and the source of effective whole school initiatives currently in place: lead lessons before examinations, highly structured revision materials, effective interventions. The curriculum leader is reflective and ensures that she builds the proficiency and leadership of members of her faculty by joint approaches to planning and differentiation and giving full support to the three non-specialists teaching RE in KS 3.
- Leaders ensure that the RE curriculum is planned incrementally in the short and long term to enable pupils, appropriately and over time, to develop the knowledge, understanding and skills necessary to demonstrate religious literacy and to perform well at the end of KS 4. However, at KS 3 the use of the 'People of God' programme needs adapting to the needs of pupils at All Saints' and incorporating into, as yet incomplete, medium term schemes of work for Year 7 and Year 8. This should take into account the recommendation to standardise the assessment framework in KS 3 with other diocesan schools and heed the call to ensure that KS 3 remains a discrete key stage offering a broad and balanced curriculum in its own right.

COLLECTIVE WORSHIP

Collective Worship is Requiring Improvement

How well pupils respond to and participate in the school's Collective Worship	3
The quality of provision for Collective Worship	3
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

- Pupils are willing to be involved in Collective Worship, volunteering to read or sing in the school choir. They say the school prayer on a regular basis, usually twice a day and they do so with confidence and a belief in the content it portrays.
- The Chaplaincy group planned and led some Holy Week services and this was cascaded down to all year groups with pupils helping others in the delivery of the services. Resources to be used in tutorial collective worship are beginning to be prepared by some pupils although this work is in its infancy.
- Pupils have the opportunity on occasion to read scripture and prayer from adult prepared material for Mass readings, tutorial CW and year assemblies. Some pupils commented that they had the opportunity to help prepare resources for year assemblies, including power-point presentations, when each form takes in turn to lead.
- The Chaplaincy group of pupils is involved in planning of liturgical services and other events. They are led by the lay chaplain and meet to plan before the main liturgical celebrations. The school recognises that this needs to be developed further, as indicated on the previous S48 inspection, to enable more pupils to be leaders of CW on a more regular basis. Generally though, they do not always join in with traditional prayers and are not encouraged sufficiently to do so.
- Pupils are very well behaved during Collective Worship but can be somewhat passive in form groups and in year group assembly. They indicate that they feel at ease when provided with opportunities to pray or reflect and no one is asked to do anything contrary to their beliefs. They are proud of their backgrounds and beliefs and can express themselves with confidence. Pupils have some opportunity to feedback and contribute to evaluating whole school liturgies and retreats.
- Pupils make use of the new school chapel for quiet prayer and reflection. They said that they value this resource and the opportunities they have for quiet prayer during the school day. They participate in opportunities to sing, to pray quietly and to join in community prayer although not all are engaged. Further work with all pupils, to develop a greater involvement and participation needs to be planned for and the school is aware of the need for further development in this area.
- Some pupils display confidence in their use of approaches to prayer. During a Mass, attended by the inspectors, the choir was confidently directed by a pupil and accompanied by a group of musicians. Pupils read with some confidence, if a little quietly, from scripture. Further work to develop skills in liturgical reading and in larger gatherings will help to the pupil experience of liturgical celebration.

- Pupils recite the school prayer frequently and with meaning. Collective Worship is central to the life of the school. Praying together is part of the daily experience of every pupil and member of staff. The school leaders expect the school prayer to be said with the pupils at the beginning of the day in the first lesson and during the form tutorial which forms part of the daily collective worship provision. Many pupils can link this to the “Beatitudes”, which are prominently displayed in the entrance foyer, demonstrating pupils’ actions in supporting those in need.
- The Collective Worship programme is planned for throughout the year and the themes chosen reflect a true understanding of the liturgical season and the Church’s mission in education. Material used for the year group assembly soon after Ascension Thursday, was very appropriate, engaging with the pupils and meaningful. Leaders recognise the need to further evaluate this provision and to further improve the quality of assemblies and collective worship. Relevant staff have an excellent understanding of the Church’s liturgical year, seasons and feasts and they are very keen to also improve the quality of pupils’ experiences in this area.
- Most, if not all, of the resources for use in tutorial CW and year assemblies are prepared by the lay chaplain. The power-point resources are made available to form tutors and year leaders who will use volunteers to read though the material or undertake some of the tasks themselves. Pupils mentioned that they do have the opportunity to prepare or write prayers themselves on occasion. They do not have regular opportunities to be fully involved in leading and preparing prayer on a daily basis as there is too much reliance on adults. They need further support in developing skills in leading prayer.
- Class based Collective Worship is fairly routine and varies from limited provision to full use being made of the time available for meaningful prayer and reflection. Staff accept responsibility for leading prayer and sometimes involve pupils in its delivery.
- Additional opportunities for Collective Worship are varied throughout the year and include regular weekday masses. Form groups attend on a rota basis with pupils involved in serving and reading.
- Those of other faiths have the opportunity to practice their faith, for example, pupils of the Muslim faith can use the chapel for quiet prayer when the religion requires.
- School leaders and relevant staff are beginning to develop leadership of CW amongst pupils through the recently formed chaplaincy group. There is a need for further development of this group to support other pupils in being involved in the planning and leading of daily CW and other main liturgical services throughout the year. Leaders and the lay chaplain need to build on some of the pupils’ skills and knowledge developed over time in the primary schools. This can be developed further and cascaded down to other pupils.
- Leaders are correct in their evaluation that there needs to be quality assurance procedures in place for the chaplaincy work of the school. The ensuing evaluation will ensure planning is tailored to need covering all aspects of the provision for CW.
- There is evidence of monitoring check sheets covering all various aspects of CW in form time. More frequent and effective evaluation of form tutorial CW will assist the lay chaplain in identifying the quality of pupil involvement and the relevant skills needed for further improvement in the quality of CW provision, led by the pupils.
- School leaders undertake leadership of CW and act as excellent role models. They know how to plan and deliver quality CW and have a very good understanding of the Church’s liturgical year, seasons and feasts. They, along with school governors and

clergy, are passionate and committed to improving the provision as detailed in the SIP. They know their strengths and areas for improvement.

- Governors are made fully aware of the work of the Chaplaincy, along with evaluations that are made, through the recently formed sub-committee, covering Catholic Life and Pastoral Behaviour. Governors contribute to the monitoring process by giving feedback when they attend any liturgical celebration.
- Members of the senior leadership group SLT are each attached to a year group to support the work of monitoring and evaluation of CW and other year issues. Leaders acknowledge that there is a need for further work on how to make pupils feel more at ease and more comfortable when involved in CW.