



DIOCESAN INSPECTION REPORT

All Saints Catholic Primary School (part of Nicholas Postgate Catholic Academy Trust)

Green Lane East, Thirsk, North Yorkshire, YO7 1NB

School Unique Reference Number: **147229**

Inspection dates:	09 – 09 June 2022
Lead inspector:	Meg Baines
Trainee inspector:	Michael Hughes

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

All Saints Catholic Primary School (part of Nicholas Postgate Catholic Academy Trust) is a good Catholic school because:

- The overall effectiveness of All Saints School is Good. The development of the Catholic Life of the school is now given a high priority. The school's recently renewed mission, "With God all things are possible" is in evidence across school life both in the physical environment, and in relationships within school. The school forms a welcoming community which benefits from opportunities provided for meaningful prayer and worship. This is a happy school with a genuine love and regard for every pupil. Standards of teaching and learning in RE are good.
- The quality of the Catholic Life of the school is good. Parents fully support the school. Leadership is building on existing strong relations between school, parish and parents, aiming to be a community inspired by Christ to serve others. A climate of kindness, friendship and cooperation exists. Christ's message of faith, hope and love is acted out in the small acts that occur across the school daily.
- The quality of Collective Worship is very good because of the high levels of engagement of pupils who help prepare and lead acts of worship. They respond reverently. Such acts are modelled by experienced staff who themselves worship with enthusiasm and confidence and senior leaders who

demonstrate their witness through leading and their presence at acts of worship.

- The quality of Religious Education is good because pupils take pride in their work and because staff are secure in their subject knowledge. Pupils at either end of the learning spectrum are not always sufficiently challenged. Work in books is of a good standard, however marking and feedback are not consistent. The subject lead and all staff are committed to achieving highest possible outcomes, supported and challenged by the school leadership and Trust oversight. Teaching is good leading to good outcomes for pupils.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- All Saints Catholic Primary School is a small rural school situated in Sowerby, Thirsk, North Yorkshire. It is served by the parish of All Saints and draws pupils from the market town of Thirsk and surrounding villages. Pupils come from a variety of socio-economic backgrounds. Some pupils come from local social housing in a relatively deprived area.
- All Saints is part of the Nicholas Postgate Catholic Academy Trust (NPCAT) which was established in 2018. All Saints joined NPCAT in June 2019. It is one of 27 schools in the trust.
- There have been a number of changes to staff since the last denominational inspection of June 2018, including two new headteachers and two executive headteachers and a change of governors. Current leaders are firmly established and have worked hard to bring about stability and resilience. This is now a strength of the school.
- A newly established 'Mission and Vision for All Saints' runs through everything the school does. It is rooted in the Matthew quote "With God all things are possible."
- There are 79 pupils on roll 47% of whom are baptised Catholics, 28% from other Christian denominations and 1% from other world faiths. 24% have no religious affiliation.
- 13% of pupils have additional needs 35% have English as an additional language. Approximately 2% of pupils are from minority ethnic groups.
- There are 6 full time teachers, including the Head of School and the Executive headteacher. There is 1 part-time teacher. 54% of teachers are baptised Catholics and 17% have CCRS.
- The school dedicates 10% of curriculum time to Religious Education (RE).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve opportunities for learning for all in RE by:
 - Creating resources which trigger learning such as scaffolding and sentence starters
 - Looking for ways to challenge further the more able pupils
 - Fine tuning the school's approach to differentiation to enable all pupils to access the curriculum
- Make greater, more effective use of the teaching assistants by:
 - Identifying appropriate continuous professional development for teaching assistants
 - Extending the pool of teaching assistants when possible
- Aid further progress in RE by:
 - Ensuring all pupils have regular formative feedback and the opportunity to respond to it
 - Reviewing the marking and feedback policy
 - Reintroducing targets for RE

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

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

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

- All Saints is a community which has created a strong sense of belonging. Pupils, staff and parents believe they are part of a Catholic family. Opportunities to promote the school's ethos within the wider community are grasped as they begin the journey of growing the school. A weekend 'Family Forest' school day planned for the coming weekend has the wider community invited into school, demonstrating that this is an outward facing school with a clear mission. Pupils entering All Saints come together to celebrate the spiritual focus of school life daily and do so with enjoyment and reverence.
- Pupils, staff, governors and clergy have collectively created the updated mission of the school. All pupils are aware of the mission and can recite and explain what it means to them. It is writ large across the school.
- Behaviour is at all times very good. Pupils listen attentively, show appreciation and celebrate the achievements of others. They were seen to help each other without prompting and are kind and welcoming.
- All Saints is a happy school where pupils and staff are given the opportunity to develop spiritually and emotionally. The pupils say they feel safe and are now growing in confidence and resilience. This has been a focus for leadership. It is now a community where they feel secure and supported. Service to others is part of school life. Pupils use their talents to help the needy in their local community and abroad, as witnessed by their charitable work fundraising for: Mission Together, CAFOD, Yellow Minds, Action Aid and Children in Need.
- Almost all pupils, including those who are not baptised into the Catholic faith have a strong sense of their religious identity. Respect for the beliefs of others was observed. The Catholic tradition of the school is respected and valued by those who learn and work in the school.
- The school has embraced COP26 with a project which raised awareness of climate change. This links well with the school's connection to St Paul's school in Ghana helping pupils develop relationships and understanding of the needs and reality of life for other children and how our actions impact on the world.
- All Saints connects with the community through weekly newsletters and social media postings which are highly valued by parents. These always include a theme of Catholic Life, unashamedly promoting school's Catholicity.

The quality of provision for the Catholic Life of the school is good.

- The recently reviewed Mission Statement was created by the whole community. It is the starting point for the school community to live out the educational mission of the Church, in service to the common good, across all aspects of the life of the school
- The head of school works hard along with her staff to ensure the best Catholic education for all in her care. Leaders are not afraid to discuss God's love for us and say that they love their pupils. Motivated by love and a desire to provide an enriching experience for the pupils at All Saints leaders are successful in creating a harmonious learning environment with Christ at the heart.
- Staff are inclusive and model high standards of behaviour showing respect to each other and all pupils. They have a commitment to caring for those in their care, particularly the most vulnerable and needy.
- The values central to the school mission, direct and inform PSHE (Personal, Social, Health Education) discussion. RSE (Relationship and Sex Education) is taught through the 'Life to the Full' programme. This is rooted in teachings and principles of the Catholic Church.
- The quality of Catholic Life in the school is evident through all relationships, leading to a supportive and happy community. The school has created opportunities for staff formation, provided Induction and established strong links with the Diocese and the Trust. These are in place due to the diligence of the executive headteacher and head of school who are excellent examples of faith in action in the community.
- The school works closely with the parish to coordinate the First Holy Communion programme. Five pupils received their First Holy Communion in the inspection week. The subject of the Eucharist was discussed by staff and pupils who celebrate with them.
- Pupils are friendly and engaging, welcoming visitors. All Saints is proudly Catholic. Evidence for this can be found in the main entrance where displays of religious art and texts are found. Every classroom has a 'Sacred space' and there are a number of spaces outdoors which are used for prayer and reflection.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- The provision of the Catholic Life of the school is now given the highest priority by school leaders and the Trust. The Interim Advisory Board (IAB) ensures that it is a focus of the school's planning for improvement. Leaders believe that there is a lived faith and as such embrace the school community as a whole.
- All adults: the headteachers, staff and Governors play a key role in the Catholic Life of the school. Leaders systematically review the impact of initiatives on the religious life of the school. The Interim Advisory Board (IAB), set up following the last inspection, is well established and is both supportive and challenging in terms of Catholic Life. Visits to the school and reports from the school standards officer provide the governing body and Trust with oversight of the Catholic Life of the school at first hand. At another level, recently introduced Pupil Ambassadors form part of the leadership and their 'voice' is encouraged on subjects such as expectations, values and attitudes.
- Effective relationships with parents have now been established. They speak of receiving very good communications from school and value the spiritual aspect of school life. Parents were impressed by recent changes to school life and were unanimous in their support

- Staff express appreciation for the care and support they receive. Staff receive ongoing support and training around the Catholic Life by liaising with other schools and the Diocese. Contributions made by local clergy are highly valued. Following the pandemic this is beginning again. As a result of this support and input on Catholic Life, the staff's understanding of the direction of the school with regard to Catholic Life is good.
- Governors know the school well and are active in all aspects of school life. The chair of Governors is a member of the NPCAT and therefore has strong links with the Trust. The recently appointed executive headteacher, himself headteacher in another Catholic school within the Trust brings passion and experience, ensuring that all leaders engage fully in sustaining the genuine Catholic Life of the school.
- Strong leadership from the head of school provides the passion and enthusiasm for Catholic Life to underpin the efforts of all.
- Staff and pupils' understanding of the school's mission is very good.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

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

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How well pupils respond to and participate in the school's Collective Worship is good.

- Collective Worship at All Saints is good and engages the interest of pupils, ensuring prayerful and respectful participation. Pupils are given the opportunity to pray daily. The new school prayer was written by a pupil. Other pupils were proud of the fact that it was written by one of them. Pupils are now keen to participate in voluntary acts of Collective Worship. School Ambassadors say that they plan Worship and assemblies, they were involved in the rewriting of the mission and that they 'really like assemblies'.
- Pupils engage in all acts of worship in a highly respectful and reverent manner. Behaviour is very good. Pupils expressed their appreciation for the opportunities afforded to them to be reflective and prayerful. They know how to act respectfully during worship and were seen to enjoy and engage with the acts of Collective Worship witnessed, singing joyfully in whole school worship and in class worship, which referenced Laudato Si. The Early Years worship was joyful and age appropriate.
- School offers a variety of forms of worship across the age range. With careful guidance from staff pupils are developing confidence in preparing and leading Collective Worship. This is an area that has the potential to be outstanding.
- The prayer life at All Saints is having a tangible impact on the development of all pupils irrespective of age, ability and faith backgrounds. Pupils responded well and are very familiar with the place of worship in their daily lives. Pupils showed that they are confident enough to celebrate difference of opinion and faith.
- Pupils are proud of the 'sacred spaces' in their classrooms, which are well looked after and reflect the church's liturgical year. When questioned about the red altar cloth pupils were able to say that it was because we had just celebrated Pentecost. Records of previous worship in words and pictures are kept in classrooms.

The quality of provision for Collective Worship is good.

- The school day begins and ends with prayer for all pupils and staff. Collective Worship is central to the daily and weekly calendar. It is planned for and is fundamental to the routine of the school calendar.
- In such a small school there is no single chaplain. Excellent relations with the local parish priest and the expertise of the head of school in Collective Worship ensure that it is high on the school's

agenda. Liturgies and worship provide experiences which are age appropriate and engaging. During May the parish priest led a session on the Holy Rosary which was reported by pupils and parents. Themes chosen for worship reflect the liturgical year, the Catholic character of the school and any matters that arise from world events.

- Pupils value the opportunities for participating in Collective Worship, responding in a prayerful and engaging manner. There are opportunities for pupils to join the parish Mass. Classes attend on a rota basis. This is to be developed further. During Covid19 virtual liturgies were made available as well as Monday morning prayer and worship using Google Classrooms.
- The community is described by parents as open and welcoming. The opening up of places following the pandemic is now allowing the school to invite parents back in so that they can join in acts of Collective Worship.
- School has invested in resources for class teachers, leading to a variety of different forms of worship such as school Masses, assemblies and form prayers. Liturgical displays are abundant, form focal points and provide opportunities for reflection and prayer for all.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders are highly visible and work collaboratively to support Collective Worship in school. They themselves are models of excellent practice, offering strong Catholic leadership.
- The parish priest delivers adult formation for staff, using the Diocesan Stepping Stones programme. Leaders believe this is creating a deeper understanding of Faith and Worship, reinforcing the centrality of the Church's liturgical year, its feasts and seasons. Catholic ethos is regarded as an essential aspect of professional development, it offers staff opportunities to receive personal liturgical formation and support with planning Collective Worship. Continuous Professional Development offered by the Diocese is accessed.
- Leaders regularly review Collective Worship as part of their self-evaluation process. An accurate Diocesan Self Evaluation Form (DSEF) was completed. The RE subject lead and head of school conduct regular Collective Worship observations. Feedback is communicated to staff and governors.
- The views of the community, including pupils and parents, are sought regularly. A recent survey of parents found that 100% of those who responded thought their child was happy at school and 100% also thought that school has a clear vision and mission and that teachers were good role models, providing clear moral teaching.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils enjoy their RE lessons. Their engagement with the subject is also good and they are therefore making progress. Attainment tracking along with internal and external moderation of books indicates that the majority of pupils from their varied starting points show achievement to be good. However, a number of pupils are not working at the expected level. Books from pupils across the spectrum are beautifully presented reflecting a growth in religious literacy. Books were marked but there are some inconsistencies.
- When spoken with, pupils did not know where they were in their learning, reflecting a need for clarity on targets, marking and feedback.
- Most pupils across the age range enjoy their Religious Education lessons. Older pupils are articulate and demonstrate that they have a commitment to the values and skills they learn. Behaviour for learning is very good. Pupils are mostly focused and engaged in lessons. Depth of understanding was demonstrated by Class 2 pupils in their answers to questions.
- Once begun, all pupils concentrated in their lessons and were rarely seen off task. However, for some the start of the lesson was slow, either through lack of understanding of the task or quiet detachment, thereby missing instructions. Lessons were unaffected by interruptions. The pupils take pride in their work which shows in their RE books and can be seen in displays around the school.
- The interest and involvement pupils show during lessons is a true reflection of improved delivery of the subject. Independent work and working in groups are established, feeding into the quality of and enjoyment of RE.
- All pupils are focused on making progress in their learning. Pupils say their good work is rewarded with stickers and house points.

The quality of teaching and assessment in Religious Education is good.

- The teaching of religious education at All Saints is good and effective. Almost all pupils are making good progress.
- Teachers use both summative and formative assessment to inform their planning, consequently they plan well, have confidence and a good level of subject knowledge which they use to good effect when questioning pupils.

- A wide range of good quality teaching resources is used by teachers including resources connected to the 'Come and See' programme. Trust wide moderation opportunities support teachers as they move their teaching forward. This is helping build confidence and skills.
- Classes have two year groups and include the full range of abilities. Teachers therefore have to adopt a range of teaching strategies to reach all learners. Such strategies require further development to allow for pupils working at different levels to access the learning. The quality and consistency of differentiation within lessons are variable. More-able pupils are not always sufficiently challenged, some do not know what they must do to improve further.
- Teachers show a level of confidence in their teaching which reflects the level of support received from the school, the Trust and the Diocese. This is becoming a strength of teaching at All Saints.
- The quality of marking and assessment in books is variable. Scrutiny of books showed that pupils are making progress, take pride in their work and demonstrate good subject knowledge. Achievements are celebrated and the school's award system affords points for good work in class as well as around the school.
- Internal observation documents and Trust-wide moderation opportunities, highlight the improvement in teaching and learning in RE and reflect a commitment by senior leaders to continue to aim high for the pupils at All Saints.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- Leaders and governors, known as The Interim Advisory Board (IAB) ensure that the RE curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage RE is comparable to other core curriculum subjects and is adequately resourced.
- The leadership at All Saints ensures that all pupils are nurtured and cared for in a safe and supportive atmosphere. They are passionate about RE and their faith and expressed that 'at All Saints we can all be saints'. Leadership of Religious Education at All Saints is very strong. The subject lead is effectively supported and challenged by the governors (IAB) and trust.
- The monitoring of pupil engagement and progress in RE involves both internal and external mechanisms. The Trust's standards officer is supportive and knows All Saints well. Leaders have used data to target planning and inform strategic decisions taken by the school.
- Leadership in Religious Education inspires confidence in both teachers and pupils, resulting in teaching that is good. Not afraid to seek help from external sources, the head of School has embraced the input from the recently appointed executive headteacher, the Trust and the Interim Advisory Board. Her plan to build resilience for all the school community is reaping its rewards.
- Leaders ensure that Religious Education has a very high profile in the life of the school. All Saints is a pleasant place to learn and work. The rural site offers opportunities for outdoor learning and reflection. The Religious Education lead works closely with her colleagues in this small, all-embracing school.
- Religious Education enjoys similar resourcing to other key departments in the school. 10% of Curriculum time is dedicated to RE, meeting the requirements of the Bishops' Conference including the teaching of Judaism and one other faith.
- Leaders ensure RE is discussed as part of pupil progress meetings. All leaders contributed towards creating of the Diocesan Self Evaluation Form (DSEF), the Self Evaluation Form (SEF) and the School Development Plan (SDP)

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

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.

2

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

School details

School name	All Saints Catholic Primary School (part of Nicholas Postgate Catholic Academy Trust)
Unique reference number	147229
Local authority	North Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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