



# Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

All Saints' is a Catholic voluntary-aided, mixed comprehensive centre for learning in the Knowsley Authority. This is a newly built campus, first opened in January 2010. There are 1,180 pupils on roll, drawn in the main from five feeder schools in the Pastoral Area together with a number from schools in the wider community. Baptised Catholics account for 71.5% of the roll, with 27.5% from other Christian denominations, and 1% from other faith or religious traditions. There are 93 teachers of whom 63.4% are Catholic. The Religious Education department has six full-time and four part-time teachers. Three are qualified in Religious Education. The department has been managed by the acting director of learning since December 2010.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the centre.

# Inspection Judgements

**Overall effectiveness:**

**How effective the centre is in providing Catholic Education**

2

**The centre's capacity for sustained improvement**

2

## **Main Findings:-**

All Saints' is a good Catholic centre for learning, committed to its mission to live life, 'determined by the Gospel values of Love and Justice.' There is a spirit of celebration as the community, relocated on a new campus, continues to embed tradition with new beginnings.

Outcomes are good for individuals and for groups of pupils. Achievement and attainment in Religious Education is good. The majority of learners are keen to progress. They are confident in applying their knowledge and understanding of Religious Education to the good of the wider Catholic Life of the centre. They respond well to Collective Worship.

There is good provision for Catholic Education. The quality of teaching and learning continues to develop. Some teaching is outstanding. The content of the curriculum is good overall. Outstanding features include the provision of deep learning and increased access to accredited courses. Teaching and learning will continue to benefit from a formalised process for assessment, which is currently satisfactory. There is good provision for Collective Worship.

Leaders and managers are good in developing the Catholic Life of the centre. The process for monitoring and evaluation is underpinned by the Mission Statement. They have strategies in place for continued improvement of Religious Education. The governing body contributes good support for all aspects of Catholic Life and Religious Education. There is good promotion of community cohesion.

Good capacity for sustained improvement is shown through continued overall improvement since the last inspection and the accuracy of the self-evaluation document as an aid to progress. Two of the three identified areas for improvement have been fully addressed, namely the provision of the accredited general course in Year 13 and a designated coordinator for Collective Worship.

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

- Provide opportunities for pupils to lead Collective Worship in form, year group and whole centre celebrations by:
  - continued encouragement of pupils leading prayer and worship in form groups;
  - conducting a pupils' skills audit to gauge talents that could be used in prayer and worship;
  - providing training and practice opportunities for pupils.

- Continue to develop formative and end of task assessment in Religious Education by:
  - maintaining progress in introducing levels of attainment in Key Stage 3;
  - tasks linked to GCSE performance grades in Key Stage 4;
  - sustained use of Levels 1-3 for the general course in Key Stage 5;
  - ensuring opportunities for pupils' involvement in peer assessment and personal target setting in each key stage;
  - departmental consistency in marking and annotation of pupils' written work.

### **How good outcomes are for individuals and groups of pupils**

Pupils' achievement in Religious Education is good. Currently there is no data upon which to base this judgement in Key Stages 3 and 4. However, it is clear from teaching and learning that standards in class enable pupils to acquire good knowledge and understanding appropriate to their age and stage. Their standard of attainment is celebrated and teachers give clear direction for continued progress toward sustained achievement. Pupils' behaviour is good overall and in areas outstanding. They are motivated by their enjoyment of Religious Education. Both these areas contribute to attainment and achievement overall.

The quality of pupils' learning and their progress in Religious Education are good. In the lessons observed the majority of pupils were keen to give their best and apply themselves to independent and collaborative in-depth learning. They were confident to present and compare their efforts. They were clear about progression routes for continued improvement.

The extent to which pupils contribute to and benefit from the Catholic Life of the centre is good. Pupils are keen to use knowledge and understanding acquired in Religious Education to the benefit of the whole school. They are conversant with activities that promote the Catholic Life and want to be involved. They reflect on the gospel values of caring for each other and how this can be promoted on a routine daily basis both within and outside of the centre. They can link this to key times in the liturgical year when extra efforts are required particularly during Advent and Lent. They understand the need for a moral code based on mutual respect.

Pupils show a good level of response to and participation in the centre's Collective Worship. Conversations with pupils indicate their wish to participate fully in leading worship through the acquisition of appropriate skills. This outcome is a positive affirmation of prayer and worship that the centre should act upon. Certainly pupils are keen to make the most of moments of stillness and community prayer. They are confident to articulate their own beliefs. A good number are particularly conversant about the liturgical seasons and can link these to appropriate and creative prayer and worship.

<b>How good outcomes are for individuals and groups of pupils</b>	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> <li>pupils' standards of attainment in Religious Education</li> </ul>	2
<ul style="list-style-type: none"> <li>the quality of pupils' learning and their progress in Religious Education</li> </ul>	2
The extent to which pupils contribute to and benefit from the Catholic Life of the centre	2
How well pupils respond to and participate in the centre's Collective Worship	2

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

The quality of teaching and purposeful learning in Religious Education is good. There are some outstanding features. In the lessons observed, good and outstanding teaching was confident and creative. The content was challenging and stimulated both motivation and pace. There was effective use of technology. Learning support assistance was very well deployed and integral to the teaching and learning. Lessons containing satisfactory elements required more positive encouragement of pupils and strategic use of learning support assistance.

The effectiveness of assessment in Religious Education is satisfactory. This is an area for development identified by the centre. Currently there is a broadly accurate picture of pupil's achievement. Pupils understand generally how well they are doing and how they can improve. The department is set to introduce levels of attainment linked to both formative and end of task assessment in each key stage. This will be complimented by a consistent approach to marking and annotation.

The extent to which the Religious Education curriculum meets pupils' needs is good. There are two outstanding features namely the provision of deep learning and the increased provision of accredited courses. Deep learning through the extended lesson provides the opportunity for teaching and learning in ways that are stimulating and relevant to pupils' lives. There is good differentiation matched to the progress routes. This too will be further enhanced by more strategic assessment. Key Stages 3 and 4 receive the required 10% allocation, with the statutory 5% for the general course in Key Stage 5. The content is delivered through an incarnational approach to the Icons process in Key Stage 3 and the new GCSE course recently implemented in Year 10 and set to run into Year 11, so providing all pupils with the opportunity for external accreditation. The general course has been re-introduced in Key Stage 5 and includes all students. This has recently undergone external verification, which identified highly positive administration and progress. The content of the curriculum provides good opportunities for spiritual and moral development.

The quality of Collective Worship provided by the centre is good. There is organised co-ordination. The content is well resourced and themes are linked to the Catholic character of the centre. It is inclusive of other faiths and religions. There is provision for daily prayer and worship in form groups. Year

groups gather once each week. There are Eucharistic celebrations and services at appropriate times in the liturgical year. There is a good system for monitoring and review, accompanied by appropriate in-service training for staff.

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	3
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the centre	2

### **How effective leaders and managers are in developing the Catholic Life of the school**

Leaders and managers are good in their promotion, monitoring and evaluation of the provision for Catholic Life of the centre and in their planning and implementation of improvement to outcomes for pupils. The chaplain provides an integral contribution through presence and active involvement. The Mission Statement underpins the faith and values of the community. It is used as a basis for monitoring the effectiveness of Catholic Life. Pupils are able to articulate the distinctive mission of the centre and take pride in their contributions to its fulfilment. The centre should consider a review of the Mission Statement. This is in light of the development of the new campus and high sense of pride in new beginnings being forged.

Leaders and managers provide good monitoring and evaluation of their provision for Religious Education, together with planning and implementation for improvement to outcomes for pupils. This is evident through actions already taken to implement change. Teachers are confident, highly committed and enthusiastic. Success is celebrated. Their continued professional development could include appropriate opportunities for initial or further qualifications in Religious Education.

The governing body provides a good level of effective challenge and support for the Catholic dimension of the centre so areas needing development are addressed decisively and responsibilities met. The governors' ethos group is used to monitor Catholic Life and to assess the effectiveness of the Mission Statement and any need of subsequent review. They seek to maintain Religious Education at the core of school life not least through their support of continued developments in the department.

Leaders and managers provide good promotion of community cohesion. There is a sense of belonging. Staff and pupils are experienced in working together through structured provision for social interaction and fundraising projects. This reinforces the quality of the overall Catholic Life. In Religious Education the programmes of study include knowledge and understanding of other world faiths and traditions. Citizenship is promoted through gospel values. The themes in Collective Worship are diverse and inclusive. There are rigorous plans for the continued development of international links. This will enrich the commitment to the common good already evident in school life.

<b>How effective leaders and managers are in developing the Catholic Life of the Centre</b>	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the centre and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the centre so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	2