



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

### All Saints' Catholic Voluntary Academy

Church Street, Glossop, Derbyshire, SK13 7RJ

<b>School URN:</b>	146132
<b>Inspection Date:</b>	05 March 2019
<b>Inspector:</b>	Mrs Patricia Hurd

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Religious Education:</b>		Good	2
<b>Collective Worship:</b>		Good	2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### All Saints' Catholic Voluntary Academy is a good Catholic school.

- All Saints' is a welcoming Catholic school where all stakeholders promote and live out the mission statement. The strapline to the mission statement, recently created with pupils, 'In Jesus' way we learn, live and pray' is embraced by all pupils. The strong leadership of the headteacher permeates the whole school as it works closely with other Glossop schools and the St Ralph Sherwin Catholic Multi-Academy Trust. Parents hold the school in high regard and pupils' behaviour is exemplary.
- The quality of the Catholic Life of the school is good. Pupils are proud of their school and understand its distinctiveness. Their behaviour reflects the strong spiritual, social and moral ethos of the school. The mission is prominent in the school's environment and spoken about readily by pupils.
- The quality of Religious Education is good. Pupils enjoy their lessons and good learning is promoted by all. This area is not yet outstanding due to some inconsistencies in teaching and the quality of work within pupils' Religious Education workbooks. However, the school is well placed to tackle these development points and has a strong capacity for improvement.
- The quality of Collective Worship in the school is good. Senior leaders and school mentors are strong role models, all contributing to pupils' development of quality Acts of Worship. Pupils enjoy leading and participating in Collective Worship, they show respect and reverence, singing joyfully during times of prayer. Pupils' skills in planning and leading liturgy are being well developed. Through careful monitoring and evaluation, leaders understand the strengths and areas for development to ensure that Collective Worship continues to improve.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- All Saints' Catholic Voluntary Academy is a much smaller than average primary school situated in the town of Glossop in the north of the county of Derbyshire.
- The school serves the parishes of All Saints' and St Mary's Crowned, Glossop.
- 54% of pupils are baptised Catholics, 21% are from other Christian denominations and the remainder have no religious affiliation.
- Most pupils are of White British origin and most pupils speak English as their first language.
- 15% of pupils are supported by additional funding through the pupil premium. The proportion of disabled pupils and those with special educational needs supported at school action is below average, but the proportion of those pupils supported through an EHCP (Educational Health Care Plan) is above average.
- Children in the Early Years Foundation Stage are taught in a mixed year group class of Reception and Year 1 pupils. Other pupils are organised into three mixed year group classes making four classes in total.
- All Saints' is part of the St Ralph Sherwin Catholic Multi-Academy Trust and the headteacher is the executive headteacher of All Saints' and St Margaret's, Gamesley.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
  - Develop the monitoring and evaluation of the Catholic Life of the school by pupils to fully embed the school mission so that all pupils are inspired by it.
  - Further embed the strapline of the mission statement so that all pupils are aware of its relevance to their lives at All Saints' and can contribute to it through their daily actions.
  - Embed the new Relationships and Sex Education programme 'Journey in Love' to enhance the teaching of Catholic principles of relationships and pupils' self-belief.
- Religious Education:
  - Share current good practice to embed the use of developmental feedback within lessons to develop pupils' understanding and feedback in marking to highlight next steps in learning, particularly for more able pupils.
  - Ensure that the quality of work produced by pupils in Religious Education lessons across all year groups is consistent, so that more able pupils reach their potential.
- Collective Worship:
  - Continue to develop the current good practice of pupils in preparation and leading Acts of Worship so that they have more ownership of ideas and opportunities for pupil-led liturgies.
  - Provide more opportunities for quiet, reflective time for pupils to pray within Acts of Worship.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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- 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 governors 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 – good**

- There is a strong family atmosphere throughout All Saints', where everyone's contribution is valued and strong links exist between the parish and the school so that pupils are regularly at the parish for Masses and events and parishioners equally value being part of school Masses and celebrations. This impacts on pupils' sense of belonging to the community of All Saints'.
- The parish priest is a regular and welcome visitor to the school. Although very recently arrived, he has already established areas to work on with the school.
- The mission statement is central to all and underpins the work of everyone at All Saints'. Pupils have recently composed a strapline to the school mission statement 'In Jesus' way we learn, live and pray' which ensures that the mission is relevant to pupils and that they have ownership of it.
- Most pupils have a deep sense of belonging and are proud to be members of the school community. They value the school as a Catholic school and are proud to take a leading role in activities which promote the school's distinctive ethos.
- As pupils progress through the school, they are given increased responsibilities with many eager to be members of the chaplaincy team and school council. Most pupils know and understand the mission of the school; they sometimes mention it in class and are keen to live out its message in the school.
- Pupils have a growing sense of vocation, this was evident during the retreat that was taking place on the day of inspection, led by the chaplain, however the evaluation of the Catholic Life of the school by pupils is at an early stage and needs to be developed further.

### **The quality of provision for the Catholic Life of the school – good**

- There is a tangible sense of community at all levels and the positive relationships and respect shown by all stakeholders ensures that all staff promote the Catholic Life of the school, so that it remains a vital part of learning at All Saints'.
- The mission statement is a clear and inspiring expression of the mission of the Church and is central to the life of the school. At All Saints', it is evident from pupils' behaviour and positive relationships that there is appreciation of what it means to be part of an inclusive community. Some pupils understand and are able to articulate the school's distinctive Catholic ethos and are enthusiastic about their contribution to this, but some were not so clear, indicating that it does need to be embedded further.
- The range of responsibilities that pupils take on as they progress through the school demonstrates their enthusiasm and commitment to living and learning in a Catholic School community. For example, pupils engaged in activities looking after younger children, well dressings, parish garden parties, Wednesday Mass preparation. These are just a few of the ways that pupils are living in the ways of Jesus and they contribute significantly to pupils' spiritual development.
- There is a strong staff commitment to the needs of pupils with special educational needs and/or a disability which further demonstrates that provision for the Catholic Life of the school is becoming central to all that they do. The school is proactive in identifying vulnerable pupils and families and urgently seeks to put the support needed in place. This is a significant strength of the school.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school – good**

- The school's dedicated and inspirational headteacher articulates and communicates the educational mission of the Church both through word and example; she is now well supported by another senior leader and with the support of leaders and local governors, they have a good capacity to ensure that the Catholic Life of the school remains a priority.
- The school's leadership has sought assistance and support from the diocesan adviser so that their work on Catholic Life has resulted in a systematic improvement of the Catholic Life of All Saints'. Clear policies and structures are in place, which enable staff to provide a good level of pastoral care for all pupils. These are rooted in Gospel values and reflect the mission of the Church. All Saints' has recently adopted the diocesan recommended Relationships and Sex Education programme 'Journey in Love' which has enhanced the current school curriculum but this now needs to be embedded further. Local governors have recently been proactive in re-invigorating this aspect of learning with (PHSE) Personal, Health, Social and Emotional learning of pupils by carefully monitoring and evaluating it so that all pupils' welfare is considered appropriately and pupil engagement in this aspect of learning is high.
- Local governors are central in promoting, monitoring and evaluating the provision for the Catholic Life of the school. They have worked hard with leaders in the school to provide a safe, secure, Catholic environment for pupils and families to thrive. They frequently join the school community for special events and to evaluate the Catholic Life of All Saints', for example; on the day of the inspection a governor was present and took part in the Year 4/5 'Retreat Day'; she was able to accurately evaluate the day's impact on pupil provision and share this with school leaders.
- Most parents are very positive about the work of the school, their views are regularly sought through questionnaires and they are very welcome at school events. For example one parent said 'We know that there is always someone that we can talk to if we need to, all the staff make time for you'.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education – good**

- Pupils enjoy and achieve to a good level in Religious Education; they know the value of their learning in this subject. For example one pupil said, 'In Religious Education, we learn that we are not always good and we can be forgiven'.
- Pupils enter school from mixed starting points. Data is collected regularly and accurately evidences good progress. Taking into account pupils' varied baseline starting points, standards of attainment are broadly in line with diocesan averages at Key Stage 1. At Key Stage 2, most groups of pupils reach expected standards, but more able pupils need further challenge so that they can reach their full potential.
- Assessment in Religious Education is accurate and is captured on a regular basis. Assessed pieces of work show that pupils are capable of work of quality and quantity. The school now needs to work towards allowing pupils to replicate these standards throughout their Religious Education work on each *Come and See* topic on a day to day basis.
- Pupils talk positively about the 'Gold / Silver / Bronze' approach to Religious Education activities within lessons. This is beginning to enhance pupil ownership of learning, but will need monitoring to ensure that it impacts fully on pupils.

### **The quality of teaching, learning and assessment in Religious Education – good**

- The quality of teaching and learning at All Saints' is good. The Early Years Foundation Stage class establishes a positive religious understanding and formation for pupils so that they are keen to demonstrate their knowledge of religious artefacts on the class Religious Education focus table. Core Religious Education teaching and subsequent questioning is appropriately targeted in all of the three lessons that were seen on the inspection day, however, more able pupils in each class need more challenging work so that they can reach their full potential.
- Behaviour for learning is a strength of the school. Pupils are respectful of each other and listen well to each other's thoughts and opinions. Pupils in some classes are exposed to an extended religious vocabulary which enthuses them into researching Religious Education and results in them taking greater ownership of their learning.
- Marking and constructive feedback occurs in some classes, learning objectives and success criteria were shared with pupils particularly well in the Year 5/6 class so that good understanding was developed through the lesson. This understanding was rigorously checked throughout the lesson so that the quality of learning was enhanced and pupils made good and better progress. This good practice needs to be shared so that all pupils' progress is good or better.
- The *Come and See* Religious Education programme is being used throughout the school to good effect. Most teachers share clear success criteria with the pupils within lessons. They have also availed of the diocesan revised planning materials and have incorporated this approach effectively into their teaching so that creative learning tasks were evident in some classes.
- Teachers incorporate 'heart' and 'wonder' moments within lessons across all year groups. The school uses big questions and driver words to enable pupils to improve their work. These are also displayed within the Religious Education displays.

### **The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – good**

- The headteacher is eager to continue to develop staff to deliver the Religious Education curriculum with a broad knowledge base and confidence. Evaluation of Religious Education in the Catholic SEF (Self-Evaluation Form) is accurate and areas for development are correctly identified through regular, meaningful monitoring activities such as learning walks, individual lesson observations and scrutiny of pupils' work.
- The headteacher has provided support for staff with planning and related expectations. Systems are in place to check and monitor coverage and output. Expectations are shared and feedback given so that teachers are aware of how to maintain high standards in Religious Education.
- The school now needs to ensure that there is greater emphasis on accurate learning objectives which align to the 'End of Year Expectations' document, therefore providing a level of challenge appropriate to the respective year group and catering for the needs of all pupils particularly with respect to the more able pupils.

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- Leaders and local governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- The Religious Education curriculum meets episcopal requirements regarding curriculum time for Religious Education. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.
- Local governors have a clear understanding of the school's strengths and areas for development. They are highly ambitious for the school and demonstrate a steadfast commitment to moving the Religious Education of the school forward in all areas, for the benefit of pupils. They are ready to challenge school leaders as well as support in order to ensure that this comes to fruition.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>2</b>
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<ul style="list-style-type: none"> <li>• How well pupils respond to and participate in the school's Collective Worship.</li> </ul>	2
<ul style="list-style-type: none"> <li>• The quality of provision for the Collective Worship.</li> </ul>	2
<ul style="list-style-type: none"> <li>• How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.</li> </ul>	2

### **How well pupils respond to and participate in the school's Collective Worship – good**

- Pupils act with reverence and are keen to participate in Acts of Worship. They sing joyfully and join in with prayers and most have a clear understanding of prayer bringing them closer to God. With the guidance of the school mentor, pupils regularly lead worship with confidence. These opportunities to work with an experienced mentor and then lead worship to the whole school really demonstrate the impact of the strapline to the mission statement that, 'In Jesus' way we learn, live and pray'.
- Pupils of all ages are developing a secure understanding of the differences between different types of worship, both formal and informal, however they would benefit from having more silent times within Acts of Worship. They enjoy celebrating Mass in school and participating in Sunday Mass in the Parish.
- Pupils in the chaplaincy team are particularly influential in developing positive attitudes. They are growing in confidence and understand the importance of being role models for developing the school's mission. They do this with enthusiasm, value learning with the mentor and are keen to take on more responsibility for worship in school.



### **The quality of provision for Collective Worship – good**

- Prayer is central to the life of the school and is highly valued by pupils and families. Parents are invited to take part in Collective Worship throughout the year and they speak positively of this, giving positive feedback to the school.
- Acts of Worship are well planned and resourced. Pupil-led liturgy is developing well and the chaplaincy team's confidence in their delivery of worship is growing rapidly. Pupils have some understanding of the liturgical year and were able to explain that the lit candle represents the light of Christ in our midst.
- Pupils have opportunities to pray together on a regular basis and prayer is an integral part of pupils' lived experience at All Saints'. Every classroom has a prayer table that reflects the liturgical year and in some classes, pupils' prayers and Religious Education work took central place on the table.
- Pupils enjoy Collective Worship and class worship – during interviews they said that they feel connected to God and that they can be forgiven.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – good**

- The headteacher, governors, parish priest and the school mentor provide a substantial wealth of expertise in ensuring that there is good quality Collective Worship within the school. Local governors are regular visitors to the school and not only participate in worship and the Mass but take a role in monitoring and evaluating it.
- The school places a good emphasis on the professional development of all staff, including those new to Catholic schools and Newly Qualified Teachers. All colleagues receive appropriate training according to their needs. They are developing their knowledge and skills of the monitoring and evaluation process.
- On the day of the inspection the lay chaplain was delivering a 'Retreat Day' to current Year 4/5 pupils. The exciting presentation of active learning activities both outside and inside the classroom engaged and enthused pupils so that they were eager to share their learning.
- Local governors are ambitious and proud of all the school achieves in the area of Collective Worship. They support and challenge the leaders of the school and are effective role models to the wider community.

## SCHOOL DETAILS

<b>School Name</b>	All Saints' Catholic Voluntary Academy
<b>Unique Reference Number</b>	146132
<b>CMAT</b>	St Ralph Sherwin Catholic Multi-Academy Trust

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *Evaluation Schedule (September 2018)* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspector observed 3 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the vice-chair of governors and a foundation governor. A telephone interview was held with the parish priest. Discussions were also held with pupils and parents.

The inspector scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Reg Tabb
<b>Headteacher:</b>	Mrs Grainne Beaumont
<b>Date of Previous School Inspection:</b>	02 October 2013
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 18 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.