



## DIOCESAN CANONICAL INSPECTION REPORT

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

### All Saints' Catholic Voluntary Academy

Broomhill Lane, Mansfield, Nottinghamshire, NG19 6BW

<b>School URN:</b>	140698
<b>Inspection Date:</b>	21 January 2020
<b>Inspectors:</b>	Mr Neil Lockyer and Mrs Louise Wilson

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2
<b>Collective Worship:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- There is a strong, Catholic culture in this school, led by the executive headteacher, the deputy headteacher and other leaders, which has developed a fully inclusive and welcoming community. This inclusivity means that all pupils, regardless of age, religious belief, gender or ethnicity are able to take advantage of the opportunities offered here. Pupils, staff, and local governors comment very favourably on the Catholic education provided at All Saints'.
- The quality of Religious Education is good. Pupils behave very well in Religious Education and enjoy their lessons. The new head of Religious Education has a clear vision for the department as it moves forward. Attainment and progress in Religious Education are good over time when compared to both diocesan and national benchmarks. Some elements of the teaching of Religious Education within the school are very strong indeed, and represent good examples to be shared more widely.
- The quality of the Catholic Life of the school is outstanding. The school's motto of, 'We shall serve' is clearly referenced in both the charitable activity and the mutual support that exists between pupils. Pupils' behaviour is excellent and restorative justice is at the heart of this school. Pastoral care and guidance are given a very high priority and are strong.
- The quality of Collective Worship is outstanding. School leaders, including the lay chaplain, are models of outstanding practice for staff and pupils. There is a genuine enthusiasm for Collective Worship amongst all members of the school community that is characterised by high levels of mutual respect and support.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- All Saints' Catholic Voluntary Academy has 1055 pupils on roll and is slightly above the average size for a secondary school.
- The parishes served by the school are: St Philip Neri, Mansfield; Our Lady's, Kirkby in Ashfield; St Joseph's, Sutton in Ashfield; St Patrick's, Forest Town; St Joseph's, New Ollerton; Holy Trinity, Newark; Our Lady of Victories, Southwell; St Joseph's, Worksop and St Joseph's, Shirebrook.
- 20.2% of pupils are eligible for Pupil Premium funding (above national average) and 10% of pupils have special education needs (below national average).
- 45% of pupils are baptised Catholics, 34% are from other Christian denominations, 3% are from other faith backgrounds, and 17% have no religious affiliation.
- Since the last inspection, the school has joined the Our Lady of Lourdes Catholic Multi-Academy Trust which consists of 21 Catholic schools across Nottingham and Nottinghamshire (September 2018).

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

- Catholic Life:
  - Review the use of sacred spaces (especially the chapel) to ensure that it is always used in the most appropriate way.
  - Share the excellent practice within the school across the CMAT and, as and when appropriate, more widely within the diocese.
- Religious Education:
  - Pupils' response to feedback needs to be more robustly monitored, ensuring that lessons are planned around pupils' needs.
  - The progress of pupils with special educational needs and those eligible for pupil premium needs to improve.
  - All pupils should have the opportunity to complete the Religious Education GCSE qualification.
- Collective Worship:
  - Promote more extensively the opportunity for all pupils to take the initiative in planning and leading Collective Worship in a variety of contents.
  - Extend the monitoring and evaluation of Collective Worship to include regular review of form time worship.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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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 – outstanding**

- A very high number of pupils actively participate in the Catholic Life and mission of the school. This includes, but is not limited to: pupils writing the school prayer; pupils designing and making the vast majority of crosses around the school. Very large numbers of pupils routinely attend the weekly, voluntary Mass.
- Pupils are very proud of their school community. They behave very well and are welcoming of all; this is a truly inclusive school community. One pupil who is not Catholic described how she felt 'incredibly welcomed' having never experienced any faith education before starting at the school. Pupils describe how young people in different year groups 'get along very well here', demonstrating the strength of the culture which is established within the school.
- Pupils recognise the 'living faith' within their school. Many explain how the John Paul II Centre is a place of great support, reflection and restoration. They enjoy and are regularly engaged by the 'Be Inspirational' website which enables them to consider the views of other pupils from across the CMAT.
- Prayer life and opportunities for spiritual growth are clearly evident within the school. Pupils speak enthusiastically about opportunities to pray, both in terms of traditional Catholic prayers and the chance to share personal prayer intentions within chaplaincy group meetings.
- Pupils relish the opportunity for leadership roles within the school, and often express this in their charitable activities including collecting food for a local foodbank, supporting CAFOD and fundraising for the Sixth Form Lourdes pilgrimage.

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

- The school motto encapsulates the broader mission statement and is both understood and acted upon by the vast majority of pupils. The catechetical elements of the Key Stage 3 'Mission Lessons' provide pupils with many examples of how they can live as followers of Christ in their daily lives.
- Staff speak very positively about the sense of community within the school; they fully understand their role as leaders of the faith community. Staff of different faiths and none recognise the strength of prayer and liturgical life within the school, describing it as 'very natural here'. Highly effective staff training on planning of Acts of Worship has improved delivery and given staff confidence in supporting pupils in this important area.
- Students, staff and local governors unanimously recognise the very positive impact of the work of the school's lay chaplain on enhancing and illuminating the Catholic Life of the school. This goes beyond organising and delivering high quality, engaging and poignant Acts of Worship; the chaplaincy is also seen as a vibrant source of support and spiritual nourishment for both pupils and staff alike within the school.
- The school's approach to pastoral care, personal development and Relationships and Sex Education (RSE) is carefully formed and sensitively and professionally delivered. Pupils describe a culture of openness, fairness and support for all within the community.
- Catholic social teaching is evident across the school and is reflected in such examples as the 'No to Hate' ambassadors who stand up for, and share information about, equality and justice and the school's focus on the environment which is facilitated by pupils working with support staff.

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

- The executive headteacher has a strong, clear and passionate vision for the Catholic Life of this school. He is keen to promote an environment in which pupils are exposed to the faith, but also given the confidence to ask the questions they want to. This openness is consistent with that of other leaders who all show a deep commitment to the Church's mission in education.
- Local governors have a clear understanding of their role in monitoring the Catholic Life of the school, and are deeply committed to doing so. The local governing body has undertaken training on the inspection framework provided by the Trust and, as a result, has a good understanding of both the inspection criteria and their role in monitoring and evaluating the quality of Catholic Life. They are passionate about their role in ensuring that the Catholic Life is given priority and have been effective in holding school leaders to account. Local governors take a keen interest in and are rightly proud of the school's engagement with the bishop's vision for the diocese.
- The school's diocesan self-evaluation is very well-written and demonstrates a genuinely evaluative summary of the school's strengths and weaknesses. This is corroborated by interviews with school leaders who are able to articulate areas of success and those for development effectively.
- The professional development offered by the school relating to both the Catholic Life and Collective Worship is very well-received and valued by staff. They report confidence in supporting the pupils because of the quality of the training they have had. This has included a 'walking, talking Mass' which helped with the induction of members of staff who are not Catholic.
- There is a strong culture of evaluating both the Catholic Life of the school and Collective Worship. The quality assurance calendar shows weekly monitoring of strengths and areas for development by senior leaders.

## 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**

- Overall, attainment and progress in Religious Education are in line with national data and in line or better than the diocesan average, over the last three years.
- Some pupils – especially those with special educational needs and those who are eligible for pupil premium – have not made satisfactory progress over the same period.
- There is clear evidence that pupils, from a wide variety of backgrounds and levels of prior ability, are able to engage in ethical and theological debate, often focusing on complex material. An example of this was a Year 9 Set 2 lesson in which pupils demonstrated a high level of understanding of the philosophical issues arising from ‘the Problem of Evil’.
- Pupils report high levels of enjoyment in their Religious Education lessons. They cite the opportunity to find out about different faiths, the opportunity to debate, and the impact on the development of their own thinking and values as reasons why this is the case.
- Pupils appreciate the knowledge organisers and ‘low stakes quizzes’ at the start of Religious Education lessons; one pupil described this as a key reason why she had improved very significantly in Religious Education over the last year. This approach was seen consistently in the lessons visited.

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

- There is evidence of collaborative planning between members of the Religious Education department which leads to consistent resources being prepared for classes. Whilst there is some adaptation of these resources for those pupils that require it, the school recognises that more is needed.
- In the lessons visited, most pupils were focused, motivated to learn and engaged by the strategies used by teachers. In a small number of cases, the planning did not take into account pupils' prior learning and, as a result, some of the approaches used were too generic.
- There was a consistency of expectation across the department, and teachers clearly communicate high expectations about Religious Education. This is supported by the pupils' perceptions about the subject which are very positive. Pupils feel that there is a good level of challenge in the subject.
- In a small number of lessons visited, the pace of the lesson needed to be increased, but in the considerable majority, teachers managed time well to ensure that the learning was purposeful, well-sequenced and effective.
- Most feedback to pupils is done verbally in class, and the majority of marking is through either self- or peer-assessment. When pupils sit formal tests, the teacher feedback is very detailed. Pupils have the opportunity to respond to this feedback and many do so effectively; however, pupils need more opportunity to respond to and engage with teacher feedback to ensure that learning is maximised.

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

- During a period of absence of the Religious Education leader, the CMAT was effective in supporting Religious Education by sharing a highly accomplished Religious Education leader from another school. In addition, at All Saints' the head of humanities supported the department. Ultimately, this led to stability in both provision and outcomes for pupils.
- Leaders and local governors place a high level of importance on the position of Religious Education within the school's curriculum. They are ambitious for the subject.
- Although local governors now have a clear understanding of their responsibility to support and challenge the school in relation to curriculum Religious Education, this has not been the case until relatively recently. Therefore, more time is needed to fully see the impact of this work.
- The monitoring and self-evaluation of Religious Education has not yet ensured that the provision for – and therefore progress of – all learners, including those with special educational needs and those eligible for pupil premium, is good.
- Leaders and local governors have not ensured that all pupils have had the opportunity to complete a GCSE in Religious Education; around 4% of learners each year for the last 3 years have been withdrawn from the examination.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and governors 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 – outstanding**

- Acts of Collective Worship result in high levels of pupil engagement. All pupils demonstrate reverence and respect.
- There is a genuine enthusiasm for Collective Worship, evidenced in particular by the level of pupil engagement in the Year 8 Mass, the quality of communal singing, of prayerful silence and the depth of reverent participation and communal prayer.
- The chaplaincy team is eager to take the initiative in leading worship and does so confidently and with enthusiasm and pride. Pupils use a variety of approaches to prayer which features scripture, religious artefacts and liturgical music. Other pupils respond positively to the worship opportunities created by their peers.
- Pupils show a good understanding of the Church's liturgical year, seasons and feasts and, appropriate to their age and ability, they are able to plan acts of Collective Worship that reflect this understanding.
- The experience of being part of a faithful and vibrant praying community has a visible effect on the spiritual and moral development of all pupils. They offer authentic witness to the 'All Saints' Way' of community and service. Pupil engagement with voluntary Acts of Worship and prayer, including Adoration of the Blessed Sacrament, prayer group and Mass, is increasing compellingly.

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

- Collective Worship is central to the life of the school for all pupils. There are a variety of worship opportunities that successfully place prayer at the heart of the school community. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The use of the 'Be Inspirational' website-based resource, delivered through form tutor time, is effective in ensuring all pupils have a shared experience of daily prayer.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts. School leaders, including the lay chaplain, are passionate and committed to the Church's mission in education.
- The lay chaplain is highly skilled in helping pupils to plan and deliver quality worship. She has a thorough and comprehensive understanding of the purpose of Collective Worship. Many pupils, staff and local governors describe being inspired by her passion, enthusiasm and dedication to ensuring that all members of the school community have high quality experiences of the Church's liturgical life.
- The school offers invitation to other adults associated with the pupils and school to join them in worship and prayer opportunities. The response is positive and opportunities such as the Year 7 Welcome Mass are highly valued.

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

- Leaders, including the lay chaplain, have expert knowledge in how to plan Collective Worship and a secure understanding of the Church's liturgical year, seasons and feasts.
- The engaging leadership of the lay chaplain and the use of the 'Be Inspirational' website resource ensure worship and prayer opportunities are accessible to pupils in a contemporary context.
- Staff at all levels demonstrate a visible commitment to Collective Worship evidenced through a discernable commitment to both delivering and participating in Collective Worship. Support for teachers to deliver form time worship is prioritised by school leaders with the result that all pupils are given equal opportunity to experience quality daily prayer.
- Local governors have a secure understanding of the range and quality of Collective Worship in the school and have provided appropriate challenge and support to school leaders in order to ensure consistency in the quality of worship and prayer opportunities.

## SCHOOL DETAILS

<b>School Name</b>	All Saints' Catholic Voluntary Academy
<b>Unique Reference Number</b>	140698
<b>CMAT</b>	Our Lady of Lourdes 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 inspectors observed 9 Religious Education lessons and 7 Acts of Collective Worship, including form time worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors 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>	Mrs Alison Fawley
<b>Executive Headteacher:</b>	Mr Carlo Cuomo
<b>Date of Previous School Inspection:</b>	24 April 2015
<b>Telephone Number:</b>	01623 474700
<b>Email Address:</b>	admin@allsaints.notts.sch.uk

## 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.