

**SALFORD DIOCESE  
INSPECTION REPORT**



**ALL SAINTS  
CATHOLIC LANGUAGE COLLEGE  
RAWTENSTALL**

Inspection date        December 2005

Reporting Inspector   Mr. W. Ryan

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Catholic Secondary
Age range of pupils	11-16
Number on roll	520
Appropriate authority	The governing body
Chair of Governors	Mr. D. Kilgallon.
Headteacher	Mr. M. J. Brennan.
Head of Religious Education	Mr. P. Brown.
Date of previous inspection	March 2000.

<b>The Inspection judgements are:</b>	<b>Grade</b>	
Overall effectiveness of the school	2	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	3	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

All Saints is a voluntary aided co-educational high school serving the parishes of St. Veronica and St. Mary, Haslingdon, St. James the Less, Rawtenstall, St. Joseph and St. Peter, Newchurch-in-Rossendale, St. Mary, Bacup and St. Anselm, Whitworth. Originally the school served seven parishes. These have now been reduced to five and in the next three years will be further reduced to four. The school serves the valley of Rossendale in the Lancashire local education authority and is a specialist Language College. The area is a very mixed one economically with the highest levels of deprivation being in the east around Bacup and the more affluent area being the west around Helmshore. There is little industry in the area and education is probably the largest employer. The school's intake is affected by the presence of a selective Grammar school in the valley and the choice of the parents of some girls to send them to the girls' Catholic high school in Burnley. As a result the profile of the school's intake falls below the national average. The school has an indicative admission number of 120 with a capacity for 600 pupils. There are currently 520 learners on roll. 91.4 % of the pupils and 70 % of the teachers are Catholics. There are 58 pupils on the special educational needs register of whom 12 have a statutory statement of special educational need. 17 % of pupils are eligible for free school meals.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

All Saints is a good Catholic school with some outstanding features. It serves its learners and their parents and guardians well. The school's mission to be a place where "the Catholic faith is taught, lived and celebrated" provides the motivation for its efforts to develop the individual fully in a supportive and caring community. The school is led by a dedicated Headteacher well supported by an experienced and enthusiastic management team. Governance of the school is good and the chair of governors fulfils his role as a critical friend who challenges the school to maintain its efforts to raise standards and achievement. Relationships in the school are good. The pupils value and respect adults and are respected and valued themselves by both adults and their peers. The school celebrates its faith in exemplary fashion with assemblies and whole school Masses when pupils make a major contribution and this has a significant impact on the whole school community. Pupils are aware of their place in the world and are conscious of their responsibilities for those less fortunate than themselves. Consequently charity work provides them with the opportunity to put their faith into practice - a challenge which they accept with enthusiasm. The Religious Education department plays a considerable part in providing experiences which enrich the school's spiritual provision. Standards in Religious Education are good and the department is led with great energy and enthusiasm. It is highly valued by parents and pupils.

### **Improvement since the last inspection**

Following the last Section 23 inspection the school has undertaken a review of its documentation. The school is driven by its Mission and this is now clearly reflected in all its policy documents. There has been a marked improvement in standards of achievement in Religious Education and strategies are in place to raise them yet further. The allocation of time for curriculum Religious Education remains a difficulty due to the nature of curriculum problems which face the school. However the governors should keep this under review.

### **Capacity to improve**

The school's self-evaluation and capacity to improve is good. Management at senior level is committed to maintaining progress and continuing to raise standards and achievement. Pupils are achieving well and are playing a greater part in their own target setting. Assessment, monitoring and tracking are now in place. The Religious Education department continues to improve and is in the process of introducing its own assessment procedures though there is still some progress to be made in this area.

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

- The Religious Education department should continue to develop assessment procedures at Key Stage 3.
- Governors and senior managers should continue to seek to increase the time allocation for Religious Education to the 10% required by the Bishops of England and Wales.
- The Religious Education department should review and develop its departmental documentation.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The inspector agrees with the school's judgement that leadership and management of the school are good. The school's mission is central to everything which the school does and governors are committed to supporting its managers in fulfilling that mission. The structure of the governing body ensures that all governors play a part in the school's development. The chair of governors is the named governor with responsibility for Religious Education thereby enhancing the status of the department and ensuring that its work is carefully monitored. Governors share the pride of the senior management in the enriching Catholic nature of the school and are supportive in promoting the spiritual welfare of the community. The headteacher is dedicated to, and ambitious for, his students and he and his senior managers have a clear vision for the school. The School Improvement Plan reflects their ambition to continue raising achievement. Governors and senior managers value the input of the Religious Education department and encourage the efforts made to provide retreats, opportunities for prayer and other enriching spiritual experiences. Links with primary schools are strong as are contacts with sixth form colleges. Transition arrangements are in place with partner primary schools and plans are in hand to strengthen these.

## **THE QUALITY OF COLLECTIVE WORSHIP**

The inspector concurs with the school's assessment that the quality of collective worship is outstanding. The school's success in this area is due in no small measure to the enthusiasm, energy and imagination of the head of Religious Education and the pastoral skills, dedication and commitment of the school Chaplain. Collective worship is focused on the Church's liturgical year and the sacraments. A whole school Mass marks the start of the academic year with the new intake of Year 7 pupils being welcomed into the school by the rest of the community. Mass is celebrated on feast days for the whole school with the pupils playing a major role in the liturgies. The prayer room is a focal point for collective prayer during the school day whether for morning prayers before school for the staff during Advent and Lent, for services of reconciliation, Stations of the Cross or prayers as part of Religious Education lessons. Pupils pray with reverence. They value opportunities to pray and recognise the part which prayer plays in their lives. Volunteers to lead prayers, to read, to take part in processions and even to sing are plentiful and they are respected by their peers for their efforts. School assemblies are prepared by forms groups with appropriate readings prepared by the Religious Education Department and prayers are said in class at form time. Year 10 pupils have the opportunity to take part in a retreat annually and places are eagerly sought. The independent survey commissioned by the school indicates that parents and pupils set great store by this aspect of school life.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

The school evaluates achievement and standards in Religious Education as being satisfactory. The inspector believes they are good. Standards within the department are rising and the head of department is working enthusiastically to maintain progress. At Key Stage 3 achievement is good with pupils being able to identify aims and respond to challenging work. The move to challenge Year 9 pupils with more advanced targets should bear fruit in the future and these pupils are responding well. There is a need to develop assessment procedures further in order to identify levels of achievement at this Key Stage. At Key Stage 4 examination results have improved year on year and there is every indication that this progress will be maintained. The department needs to monitor boys' achievement to ensure progress across the board. The pupils play a major part in raising their achievement through being well motivated and recognising the value of the subject. They are attentive and co-operative in class, behave well in lessons and are enthusiastic about the subject. They value the work of the teachers in the department and their written work, particularly at Key Stage 4, reflects their commitment to make progress. The department has the valued services of a dedicated teaching assistant.

The pupils make a significant contribution to the community through their work as mentors, prefects and as members of the School Council. They are proud of their achievements and their school and the part that they play in it. As a specialist language college pupils are involved in exchanges with other schools across the globe thereby enhancing the school's multi-cultural provision.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The school deems the quality of teaching and learning to be good. The inspector considers this to be an accurate judgement. The department benefits from being staffed by experienced and skilful staff. In the lessons observed teaching was at least good and in some instances very good. A number of teaching styles was observed and good use was made of artefacts to enhance the lessons. Lessons were conducted at a good pace while regular checks were made to confirm learning. Information communication technology is available to all members of the department and one of the teaching rooms has the benefit of an interactive whiteboard which is used to good purpose. Suiting the rooms has resulted in a further area of meaningful Religious display in addition to the area adjacent to the prayer room and the main hall. Pupils are actively involved in their own learning. They value their Religious Education lessons and the personnel who teach them. Pupils' work is well presented and of a good standard. They take pride in it and welcome comments from teachers. Some of the marking at Key Stage 3 would be improved through a more diagnostic approach. The monitoring and tracking introduced by the school should help pupils to identify personal targets and consequently help raise achievement and provide more useful information for parents and guardians.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The inspector agrees with the school that the quality of the Religious Education curriculum is satisfactory. Following discussions with the diocesan secondary advisor the department has recently changed syllabus at both key stages with a view to making it more relevant to the changing needs of the pupils and the school. Early indications are encouraging and at Key Stage 3 in particular the changes have been welcomed by the school chaplain. Lower school pupils now follow the Archdiocese of Westminster syllabus but with an introductory element on the Mass which the school has added. The examination board has been changed for Key Stage 4 with a view to enhancing the quality of Religious Education provision whilst maintaining the drive to raise achievement. 10% of curricular time, as required by the Bishops of England and Wales, is not allocated to Religious Education at either Key Stage 3 or Key Stage 4. The department is confident that the school's prayer life makes up in some measure for the shortfall in time allocation for delivery of the subject but the school should continue to seek a solution to this issue.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

Leadership and management of curriculum Religious Education are described by the school as good. The inspector agrees with this judgement. The head of department makes an outstanding contribution to the school not merely as a head of department but also as a school leader. He leads the department with high quality planning and organisation and extends this to the school community through assemblies and liturgical events. He shares with the governors and senior management the determination to raise standards academically and successfully dovetails this with the commitment to develop to the full the Catholicity of the school. Planning and communication within the department are good. Although there is a Religious Education Improvement Plan there remains a need to document proposals and maintain detailed records of meetings in order to assist governors in their monitoring of the work of the department. Some in-service training was arranged for staff this year and more is planned on assessment.

Resources within the department are good and two information communication technology rooms are at its disposal. Staff and pupils feel that there is adequate provision in this area and there is ample evidence of its use in pupils' course work - particularly at Key Stage 4. Text book provision is good and display in classrooms and on corridors is relevant and well presented. Funding for the department has been improved and is now good and in line with other major departments.