

INSPECTION REPORT

Telephone: 0161 817 2204

Email: education@dioceseofsalford.org.uk

**Inspection carried out Under Canon 806
and in accordance with Section 48 of the Education Act 2005**

Name of School: All Hallows RC High School, 150 Eccles Old Rd, Salford M6 8AA

Inspection date: 25 June 2018

Reporting Inspectors: Martin Reynolds, Leo Conley, Mike McGhee

Type of school	Catholic High School
URN	131512
Age range of pupils	11-16 years
Number on roll	611
Appropriate authority	The Governing Board
Chair of Governors	Christine Wood
Headteacher	Andrea Cavanagh
Religious Education Subject Leader	Lucy Harris
Date of previous inspection	24 October 2012

The Inspection judgements are:	Grade	Explanation of the Grades
Overall effectiveness of the school	2	1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
The quality of Catholic Leadership	2	
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	1	
The quality of Religious Education (incorporating Word)	2	
The quality of Worship	2	
The following pages provide reasons to support these judgements		

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

All Hallows is a Roman Catholic High School in Salford. The school, which is oversubscribed, moved in to a new building in September 2014 and also houses a 20 place MLD unit. The school serves a deprived community when measured against The National School Deprivation Indicator. 55% of pupils on roll have been eligible for Free School Meals over the last 6 years. Nearly half the children are from ethnic minority backgrounds with 35% of children recording a home language which is not English. 18% of children currently on roll are on the SEN register. Attainment on entry is significantly below the national average. All Hallows is fully staffed with specialists in all subjects. The number of Catholic teachers on roll is 18 and 23 support staff are Catholic. The school has established good working relationships with other schools, and provides training sessions for the local SCITT. The School Sports Partnership based at All Hallows supports their transition programme promoting sport, health and competition for a large number of Salford primary schools.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- **The exceptional quality of pastoral care is founded on highly inclusive Catholic values**
- **The outstanding quality of relationships between all members of the community has created a family atmosphere in which each person is valued**
- **The quality of teaching in Religious Education, fully established as a core of core subjects, is a strength of the school**
- **The Head Teacher and Governors know the school well, are ambitious for the school's future and are very clear and confident about how these ambitions will be realised.**

OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD

All Hallows RC High School is a good school with several outstanding features. Under the dedicated leadership of the headteacher and her senior team, the school has successfully tackled all areas for improvement identified in its last Section 48 inspection and is on a clear pathway to be outstanding in all areas in a short period of time. The headteacher has an intuitive understanding of her school underpinned by robust systems of monitoring and evaluation. The Catholic life of the school is outstanding and is reflected in the harmonious family that dedicated and hardworking staff have created. Staff go the extra mile in ensuring that pupils are safe, happy and well-cared for. Pupils enjoy coming to school and behave well. Good discipline is sustained through exceptional restorative work which bears witness to a forgiveness culture across school. This was expressed best by a pupil who said, "No matter how far you go from good, you can always be brought back". Year 7 starters enjoy a three day residential at the start of the year which clearly enfolds them with the school's Catholic mission. Pupils arriving at All Hallows from other schools and frequently from other countries experience the welcoming and inclusive ethos of the school. Religious Education is located in the heart of the school and under the enthusiastic leadership of the head of Religious Education and her team, is a strength of the school. The quality of worship has improved since the last inspection and with the recent appointment of a new lay chaplain the school has the capacity and resources to improve further. Governors, who know the school well, work closely with the headteacher and together they have allocated appropriate human and material resources to grow the school into an outstanding catholic community.

THE QUALITY OF CATHOLIC LEADERSHIP IS GOOD

The headteacher has provided exceptional leadership in guiding the school through year on year improvement and establishing a community where "the unique value of each person is recognised and respected". Her self evaluation of the school is highly insightful. With the support of effective governors and her senior team, she has provided the direction and resources to develop All Hallows into a good Catholic school with outstanding features in a short space of time. Governors ensure the strategic direction of school remains true to its inclusive, Catholic mission. The head of Religious Education, supported by the headteacher, has led the Religious Education department into being a core of excellence in the school. School systems and policies reflect the core Catholic and inclusive values of the school's mission. Although not all staff and

pupils can explicitly make this link between Gospel Values and the daily life of the school, it is clearly lived out. Many pupils who have joined All Hallows from non-denominational schools, feel the difference. All staff fully support the Catholic life of the school and with the additional capacity of a newly appointed lay chaplain the ingredients are in place for further development in the prayer life of school. Similarly, with Religious Education as a strong core of the school, there is clear drive and capacity to extend Christ-centred SMSC more explicitly into the taught curriculum across school.

THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness) IS OUTSTANDING

The school is an outstanding example of Catholic, inclusive education and is living out its mission to “create a community which promotes tolerance, respect and sensitivity to the needs of others. As one pupil said, who had moved from a local school, “We are just like one big family”. The diversity of the school community is celebrated at all levels. Pupils show extraordinary care for each other with routinely good manners and behaviour. Relationships between pupils and staff are excellent. Staff care deeply about the children and the children feel this. Good discipline is balanced with pastoral care forged on the Catholic ethos of the school. A student who had been in and out of trouble in Year 7 and 8 now had an impeccable behaviour record and identified school staff as the people who had turned her around. She now belongs to the Agape Group and wants to help lead the school in outreach charity work. Students who might feel on the margins in less inclusive schools feel truly part of the family at All Hallows. The welfare and achievement of children with learning or emotional needs is served exceptionally well by the effectiveness of the Aquinas Centre. “If it wasn’t for this place,” reported a pupil, “I would be in a PRU.” The Catholic ethos of All Hallows, with a rich tradition of charity fund-raising, is already transforming the lives of many in its community. There are many examples of their involvement in service to the common good, including Pupil Leaders, Peer Mentors, Caritas Ambassadors, Agape Group and the GIFT team. The school now has the capacity and structures to bear further witness in the local community with further acts of charity and social justice.

THE QUALITY OF RELIGIOUS EDUCATION (incorporating Word) IS GOOD

Religious Education is now the core of the core curriculum delivering 10% of curriculum time. Through the drive and leadership of the head of Religious Education, teaching in Religious Education is routinely good and often outstanding. The team of specialist teachers work collaboratively and have established Religious Education as one of the most popular subjects in school with outcomes that have incrementally improved over time to a good standard of attainment. As one pupil stated, validated by others, “I enjoy Religious Education. We get to learn about other religions. It is well-taught.” Expectations are high. In the best lessons seen, teachers made learning creative and engaging (in both key stages) as a way of making learning accessible to all. They also harnessed unplanned opportunities to deepen thinking through highly effective questioning. Through the excellent relationships teachers have with their pupils, they have created a climate in which pupils can ask big questions and link concepts to their own experience. Assessment is used effectively to inform planning and secure improvements in learning although not all pupils act on feedback given to improve their learning. Although some outstanding practice was observed in an English lesson in explicitly linking SMSC back to Gospel Values, this is not yet consistent across all subjects. Religious literacy is being developed well in Religious Education but needs the support of all staff in signposting Sacred Scripture and Gospel Values across all areas of school life. The quality of curriculum Religious Education is on the cusp of being outstanding. The head of Religious Education and Head Teacher are clear about the small steps they now need to take to achieve this.

THE QUALITY OF WORSHIP IS GOOD

The governing board and the leadership team deserve great credit for the high level of dedicated funding and resourcing devoted to the development of prayer and worship at All Hallows. The Religious Education department has been the driver of progress in this area across the school in recent years and a programme of prayer, reflections and activities to promote the Catholic ethos in form time is in place. The pupils take part in a daily act of worship in their form groups and this is supported by a thoughtfully produced prayer and worship file. The school celebrates significant events over the course of the year starting with a Year 7 Mass of Welcome and ending with a Leavers’ Celebration Mass. Each Thursday a different form group is responsible for organising a voluntary Mass. The community benefits from a lovely chapel deliberately located at the heart of the school. The aim is now to develop the chapel further as a worship centre and as a quiet haven for staff and students outside of Mass and other celebrations. Training is provided to all staff to help them to become highly confident and skilled in planning, leading and delivering pupil-centred prayer and worship. For example, a guest speaker is invited each

year to explore aspects of Catholic mission with staff. The newly appointed lay chaplain will continue to foster these developments, ably supported by a very committed chaplaincy group (the AGAPE team), whose admirable outreach work is already having an impact in the local community. All of the components are in place for the school to move to the next level as a worshipping community, and to develop the confidence of all staff to deliver creative, inclusive and appropriate prayer and worship, as well as providing opportunities for involving families and parishes in the prayer life of the school.

AGREED AREAS FOR DEVELOPMENT

- **To develop further spirituality of the whole curriculum by providing further training for teachers beyond Religious Education to articulate the Christ-centred mission of the school with confidence**
- **To extend the reach of chaplaincy in school and in the wider community by building on the momentum of new and existing groups in ensuring high levels of participation and impact**
- **To ensure staff training is effective for staff and pupils in developing a high level of skill in planning, leading and delivering prayer and worship across the school**