

All Saints Catholic College

75, St Charles Square, London, W10 6EL

Date of inspection by Westminster Diocese: 9 & 10 December 2021



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- The content of curriculum religious education meets the requirements of the *Religious Education Curriculum Directory* in an exceptional way; creative and engaging it meets the learning needs of all pupils.
- Pupils are provided with very good opportunities in the curriculum to reflect on their learning and make links to their own life experience.
- Pupil achievement is outstanding when evidence of progress is measured against appropriate benchmarks and indicates rapid and sustained progress. Given the context of the school and prior attainment of pupils, achievement in RE GCSE is remarkable
- An area of outstanding departmental practice concerns the use of challenging questioning that stretches pupils' knowledge and understanding and extends their ability to reflect on the deeper significance of religious belief and practice.
- The behaviour of pupils in RE lessons is outstanding, they display a thirst for learning and take pride in their work.
- RE teachers are very effective in developing learning habits which enable pupils to flourish.
- The quality of the leadership and management of religious education is outstanding. The Head of RE has a clear vision for the department as a whole and has high expectations of the pupils.
- The Head of RE focuses relentlessly on improving teaching and learning, resulting in teaching that is generally outstanding and never less than good.
- This is a highly successful RE department.

B. The Catholic life of the school is outstanding

- RE is at the heart of the school and influences and enhances the quality of Catholic education. The school's leadership team and governors have significantly invested in the RE department over the last three years.
- The school excels in offering daily opportunities for the community to pray and reflect. Weekly assemblies are prayerful and engage pupils with the previous Sunday's readings, making links to their experience and context.
- An outstanding feature of this school is that each day after the lunch break, prior to the start of the lesson, teachers lead the daily 'examen' using the spiritual exercises of St Ignatius.
- There is an extensive and comprehensive extra-curricular offer, allowing pupils to broaden their talents and cultivate different interests; this demonstrates the commitment of staff to serving their pupils.
- The school demonstrates in outstanding, creative and vibrant ways its key relationships with parents, carers, parishes, other Catholic schools and the diocese.
- This is a vibrant and engaging Catholic community in which the leadership is outstanding. The headteacher has a very good understanding of what is required of a Catholic school.
- The governors make a significant contribution to support and challenge the school, especially as it has grown and improved.
- This is without doubt an outstanding Catholic school.

A. Classroom Religious Education

What has improved since the last inspection?

The school was given three targets from the previous inspection. Firstly, to further improve the overall achievement of pupils at the end of Key Stage 4, in particular to increase the number of pupils that achieve A*-A. There is very strong evidence that this has been successfully achieved, especially as the number of pupils attaining high grades at the end of GCSE is very high. Secondly, to further develop consistency across the department so that pupils enjoy parity of experience. The department has worked hard to develop a range of successful systems to ensure that this target has been met; this was evident in examining pupil work and in observing lessons. Thirdly, to continue to develop the quality of teaching and learning by improving the pace of lessons so that pupils move more quickly onto tasks that challenge and stretch them. Again, the department has worked well to support teachers in preparing lessons that challenge pupils in their learning. This target has been fully met.

The content of classroom religious education is outstanding

The content of curriculum religious education meets the requirements of the Curriculum Directory in an exceptional way; it is creative and engaging and meets the needs of all pupils. The curriculum provides opportunities for pupils to creatively engage with content, for example, pupils take part in a court room drama task in groups to formulate arguments around who is responsible for sin in the world. The programmes of study and schemes of work provide a systematic study of God, the life and teaching of Jesus and the Church, the central beliefs that Catholics hold and the relationship between faith and life, and illustrate where, when and how key aspects of the content are taught and assessed. The mapping of the schemes of work to the Curriculum Directory is strong and authentic. To further develop pupils' experience in RE, the department should consider enriching the curriculum with a programme of speakers and visits to places of worship. There is rigorous planning to ensure that topics delivered across the curriculum are revisited to enable conceptual development and as a result there is a strong emphasis on sustaining pupil memory. In a lesson focused on responses to the problem of evil, pupils were able to demonstrate very good use of religious literacy that supported high levels of understanding of religious concepts. Pupils are provided with very good opportunities in the curriculum to reflect on their learning and make links to their own life experience. There are high levels of curriculum sharing between teachers which encourages a continuous process of refinement and resource development to support the classroom experience for pupils.

Pupil achievement in religious education is outstanding

Pupils' achievement is outstanding when evidence of progress is measured against appropriate benchmarks – levels of attainment, the school's own internal systems, deanery and diocesan moderation – and indicates rapid and sustained progress. There has been a sustained improvement in results at the end of Key Stage 4, with a significant increase in the number of pupils achieving the top grades. Given the context of the school and prior attainment of pupils, achievement in RE GCSE is remarkable. The data demonstrates that pupils are leaving the school having achieved two grades above their predicted results based on their Key Stage 2 scores. Tracking of pupil progress in RE is very thorough, with a range of interventions used to ensure that effective support is put in place to close any gaps in knowledge and understanding. Different groups of pupils make excellent progress in RE; they excel through high teacher expectation and engagement in their own learning. In RE GCSE, the pupils consistently attain very high results compared to other subjects in the school. Very good use is made of the age-related standards in the progress of pupils across Key Stage 3. Pupils have a clear sense of what they need to do to improve. The behaviour of pupils in RE lessons is outstanding, they display a thirst for learning and take pride in their work.

The quality of teaching is outstanding

Teaching in all key stages is outstanding and never less than good. Teachers impart religious knowledge with creativity and authority to ensure that all pupils are engaged in their learning. Teachers have high levels of subject knowledge that instil confidence in their pupils. They have high expectations, communicating a belief in the academic potential of all pupils in their classroom. Teachers work hard to create a culture of respect and trust, and this is reflected in high-quality learning relationships between pupils and staff. Pupils value RE lessons as safe places to talk about their views, and teachers work hard to develop pupils' communication skills. In a lesson on Jewish food laws, the teacher skilfully guided a discussion on the significance of kosher rules. An area of outstanding practice concerns the use of challenging questioning that stretches pupils' knowledge and understanding and extends their ability to reflect on the deeper significance of religious belief and practice. In a lesson on different types of prayer, the teacher demonstrated the ability to critique pupil responses in such a way that pupils were then able to articulate high order thinking. Another area of excellence was seen in the consistent use across the department of annotating sources of authority, for example, a biblical text. Lessons are well planned and resourced. Teachers accurately assess pupils' progress on a regular basis and discuss assessments with them so that pupils know how well they have done and what they need to do to improve. Marking by teachers is very good. Pupils are given precise support both in written guidance and verbally, which enables pupils to make rapid progress. RE teachers are very effective in developing learning habits which create classrooms where pupils flourish.

The effectiveness of leadership and management in promoting religious education is outstanding

The quality of the leadership and management of religious education is outstanding. The Head of RE has a strong, clear vision for the department as a whole and has high expectations of pupils. There is a dynamic and creative vision for religious education in which staff and pupils strive consistently for excellence. The Head of RE has a strong understanding and appreciation of the centrality of religious education in the mission of the Church and its impact on the daily life of the school. The Head of RE focuses relentlessly on improving teaching and learning, resulting in teaching that is generally outstanding and never less than good. There are highly effective systems within the department that support staff to excel. The cycle of lesson observations, learning walks, book scrutinies and data analysis monitor the progress of all pupils. Sound subject knowledge is developed through continuing professional development opportunities and staff are exceptionally well supported in this. The Head of RE models excellent practice and has created an ethos within the department whereby staff share and learn from each other collaboratively. The Head of RE has an excellent understanding of the strengths and areas for development in religious education. Self-assessment is thorough and accurate, and the leadership is actively engaged in improving the quality of provision. This is a highly successful RE department.

What should the school do to develop further in classroom religious education?

- Further develop pupils experience in RE by extending the extra-curricular programme.

B. The Catholic life of the school

What has improved since the last inspection?

At the last inspection the school was given five targets. Firstly, to continue to celebrate the success of the school in the local Catholic community and improve pupil recruitment. This target has been successfully met. The school is now significantly oversubscribed. Secondly, to seek to appoint a substantive chaplain so that the Catholic life of the school can be further improved. This target has been successfully met. A chaplain is in post, helping to support and develop the Catholic life of the school along with the rest of the staff. Thirdly, to explore the potential for collaboration with the local Catholic primary school and college for the benefit of pupils. This target has been partially met, the relationships with local primary schools are now strong and thriving. Fourthly, to further develop strategies that foster a strong partnership between school and home. This has been successfully met. This is evident in the high level of confidence that parents have in the staff in caring for their children. Fifthly, to embed the new mission statement in the life of the school by sharing it with pupils and parents. The mission statement has been renewed and is an example of excellent practice.

The place of religious education as the core of the curriculum

is outstanding

RE is at the heart of the school and influences and enhances the quality of Catholic education provided. The school's leadership team and governors have significantly invested in the RE department over the last three years. The RE team are now based in four fully refurbished classrooms. At the last inspection there were two specialist RE teachers, now there are five. RE receives the 10% curriculum time required by the Bishops' Conference of England and Wales. The leadership team and governors offer outstanding support and active guidance to the RE department. It is evident that RE in this school is the core of the curriculum through its status on the timetable, its budget allocation, the standard of accommodation and quality of its teaching staff.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The school excels in offering daily opportunities for the community to pray and reflect. The liturgical year, with its cycle of Scripture readings and themes, is the foundation of all experiences and opportunities for prayer and reflection. Weekly assemblies are prayerful and engage pupils with the previous Sunday readings making links to their experience and context. The Eucharist and other sacramental celebrations are offered at key times of the liturgical year, with pupils' active participation in the preparation and planning. Mass is a central celebration in the school; there are regular opportunities for whole school Mass as well as a weekly form group Mass. Pupils are developed in relevant ministries such as reading and altar serving. The investment of the school into the Schola Cantorum has made a very good impact in raising the aspirations of pupils in terms of singing. The high-quality music that supports prayer and liturgy is an excellent feature of this school. Pupils' liturgical formation is well planned to ensure the widest possible experiences of the breadth and richness of the Catholic tradition of prayer and worship. Morning prayer in tutor time is very good, although there could be more opportunities for pupils to lead prayer. An outstanding feature of this school is that each day after the lunch break, prior to the start of the lesson, teachers lead the daily 'examen' using the spiritual exercises of St Ignatius. In this time pupils are challenged with several questions to review their day; this is an excellent opportunity for spiritual development. Pupils value this well-established regular opportunity for guided reflection and stillness. During both lockdowns, staff developed a range of resources that supported the prayer life of pupils remotely. The use of technology in promoting the prayer life of the school is excellent. The school has produced regular video recordings, All Saints TV, that are played in tutor time and made available for parents; these promote the Catholic life of the school as well as provide a focus for prayer. The

chapel is well used as a place of reflection, especially during Advent and Lent. The chaplain works well with pupils in preparing and planning liturgies. There is a culture of evaluation of the opportunities offered and demonstrable evidence of action taken to address areas for development.

The contribution to the Common Good – service and social justice – is outstanding

The school has a dynamic and creative understanding of the call to ‘human flourishing’ and provides excellent opportunities for pupils to develop and celebrate their gifts and talents as individuals and as a community. The Orare, Laborare and Servire (faith, work and service) awards given out for remarkable pupil achievement help instil a culture of celebrating service. Some awards have been given to individual members of staff which also develops an ethos of servant leadership across the school. Within the school, outstanding systems are well established and illustrate the importance of mutual respect and value. On their birthday pupils are given a birthday postcard, free lunch, and a cake. Pupil leadership is a strong feature of the school. Not only do pupils actively engage in acts of service but they have an excellent understanding of the theology underpinning their actions. They are actively engaged in supporting those in need, over time and in depth, and pro-active in creative ways of responding, locally, nationally, and globally. The school has supported several charities including: the Catholic Children’s Society, the Grenfell Foundation, Age UK and CAFOD. There is an extensive and comprehensive extra-curricular offer, allowing pupils to broaden their talents and cultivate different interests, all of which demonstrates the commitment of staff to serving their pupils.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf is outstanding

The school demonstrates in outstanding, creative and vibrant ways its key relationships with parents, carers, parishes, other Catholic schools and the diocese. The school enjoys significant support from parents. The parental survey was overwhelmingly positive, one parent wrote ‘the leadership team is knowledgeable smart, respectful and excellent role models’. During the lockdowns relationships with parents were strengthened through regular phone calls once a week. There are very good links with the local parish as well as with clergy from other parishes. The relationships the school has cultivated with six local primary schools are excellent and has been formally developed into the ‘Lumen Partnership’. This has enabled deep collaboration on a range of issues that are mutually beneficial to all schools in the partnership. The school is highly engaged with the diocese in terms of taking advantage of diocesan support when needed, as well as being at the service of the diocese and supporting other schools when required.

The effectiveness of the leadership and management in promoting the Catholic life of the school is outstanding

This is a vibrant and engaging Catholic community in which the leadership is outstanding. The headteacher has a very good understanding of what is required of a Catholic school. His vision for Catholic education is dynamic and creative, enabling pupils and staff to experience a vibrant Catholic way of life within a high achieving school. The mission statement has a significant impact on all policies and aspects of the school’s daily life. The annual ‘All Saints Day’ is an outstanding example of how the school celebrates its Catholic identity. The approach to staff training is very effective in developing an understanding of the mission of Catholic education; this is an area of outstanding practice that other schools may want to learn from. The headteacher and his team have developed a leadership style based on servant leadership that has energised the culture of the school. The

governors make a significant contribution to support and challenge the school, especially as it has grown and improved. This is without doubt an outstanding Catholic school.

What should the school do to develop further the Catholic life of the school?

- As the school roll increases, continue to ensure effective systems to sustain and promote the Catholic life of the school.
- Further develop opportunities for pupil involvement in the preparation and planning of prayer and liturgy.

Information about this school

- The school is a five form entry Catholic voluntary-aided school in the locality of North Kensington.
- The school serves the parishes of St Pius X, St Charles Square, as well as many others across West London.
- The proportion of pupils who are baptised Catholic is 51%.
- The proportion of pupils who are from other Christian denominations is 23% and from other faiths is 18%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 47%.
- The number of teachers with a Catholic qualification is 3.
- There are 22% of pupils in the school with special educational needs or disabilities of whom 35 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is an above average rate of families claiming free school meals.
- 384 pupils receive the Pupil Premium (43%).
- This school was previously called Sion-Manning Roman Catholic Girls' School.

Department for Education Number	207/4801
Unique Reference Number	I00503
Local Authority	Kensington and Chelsea

Type of school	Secondary
School category	Voluntary Aided
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on roll	703
The appropriate authority	The governing body
Chair	Mrs Amanda Sayers
Headteacher	Mr Andrew O'Neill
Telephone number	020 8969 7111
Website	www.allsaintscc.org.uk
Email address	info@allsaintscc.org.uk
Date of previous inspection	18 -19 November 2015
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection ten lessons or part lessons were observed.
- The inspectors attended two assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mr Matthew Dell

Lead Inspector

Ms Catherine Bryan

Associate Inspector

Mrs Alison Berwick

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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