



DIOCESE OF BRENTWOOD

Denominational (S48) Inspection Report

Name of School: All Saints Catholic School
Local Authority: Barking and Dagenham
Inspection Date: 6th December 2018
Reporting Inspector: Damian Fox (Lead Inspector)
Judy Strong (Associate Inspector)

This Inspection was carried out under Section 48 of the Education Act 2005 and 2011.

Type of School:	Secondary	School Address:	Terling Road
School Category:	Voluntary Aided		Dagenham
Age range of pupils:	11 – 18		Essex
Gender of pupils:	Mixed		RM8 1JT
Number on roll:	1409	Tel. No.	020 8270 4242
Appropriate Authority:	The Governing Body	Headteacher:	Ms Clare Cantle
Date of previous inspection:	November 2013	Chair of Governors:	Mr Dominic Savage

Information about the school

All Saints Catholic School is in Dagenham in the Barking and Dagenham LA and part of the Diocese of Brentwood. The deprivation index places the LA twelfth highest out of 326 LAs in England. The school serves the parishes of Holy Family, St Vincent's, St Thomas More, SS Mary and Ethelburga, and St Peter's. There are currently 1409 on roll. The 6th Form roll is 251. 72% of pupils are Catholic with 23% coming from other Christian traditions. 25% of the teachers are Catholics and two have the CCRS or similar qualification. 88% of pupils are from a wide range of ethnic minority backgrounds with 50% speaking English as an additional language. 331 pupils are eligible for the pupil premium. 20 (1.4%) pupils have an EHC plan. The proportion of pupils with special needs is around the national average.

Key grades for inspection

1: Outstanding 2: Good 3: Requires improvement 4: Inadequate

Overall effectiveness of this Catholic school

Grade 1

All Saints School is an outstanding Catholic School. It is an inspirational, Christ-centred community with a strong moral purpose that underpins its life and work. It has a distinctive Catholic ethos.

It is an inclusive Catholic community in which every member of the school is valued and treated with dignity and respect in a culture of mutual trust. Governors and leaders are committed passionately to realising the Mission of the school. "We are all one in Christ" is a living mission of the school in which pupils "can experience their dignity as persons before they know its definition".

Governors provide highly effective support and challenge to the Headteacher and work with her to ensure prayer and service underpin the life of the school. The vision of leaders and managers for the success of each person is based on Gospel values and Church teachings. The leadership of the Headteacher is outstanding. Her vision for progress in embedding spirituality into school life is understood and shared by pupils, staff and parents. Senior Leaders and teachers embrace this vision. They provide a wide range of opportunities for pupils to develop their God-given talents and so prepare for adult life. Religious Education (R.E.) is regarded as central to the life of the school, is particularly well resourced and is regarded as a key subject by Governors, the leadership team and indeed the entirety of the school community. Outcomes in R.E. are outstanding, especially for disadvantaged pupils, as a result of strong leadership and carefully planned and delivered teaching. Pastoral care for the whole student body and for staff constitutes a significant strength of this Catholic school, evidenced in interviews across the inspection process. Collective Worship is central to the life of the school and constitutes the heart of every school celebration. Collective Worship is integrated into the rhythm of school life.

What the school should do to improve further:

- Continue supporting the orphanage in Tanzania as part of the development of the school's mission with charities abroad.
- Standardise the approach to the new Key Stage 5 specifications across the department.

Almost all pupils appreciate, value and actively participate in the 'Catholic Life of the School'. They embrace the demands that membership of a Catholic school entail. As a result, they derive huge benefit from and make a significant contribution to the school. Pupils deeply respect and value the Catholic ethos and respond enthusiastically to the many opportunities to serve others. They are genuinely supportive of each other in tangible ways, for example with the work of sixth form trained mentors who said that it was "important to lead other people in the right direction" It is an expectation in the school that the pupils demonstrate respect, understanding, affection and humour and they do so in an exceptional manner. All Saints is an outstanding community built on the Gospel value of love and this is evident in its sense of family. Pupils display their commitment to activities that reflect the school's Catholic ethos. Fundraising for campaigns such as for CAFOD and shoe boxes for local people who are in need, are examples of the spirit of generosity that permeates throughout the school community. It reflects pupils' understanding of Catholic social teaching. More profoundly, the 'million minutes' campaign in Lent is a school-wide sponsored silence, giving pupils an opportunity to reflect on and pray for vulnerable people and those who do not enjoy the same quality of life. The sixth form rag week gives a fun opportunity for all pupils to raise funds at sixth formers expense. The school's awareness of the universality of the Church's mission is evidenced in the growing relationship with an orphanage in Tanzania. Student leadership is evident in all aspects of service. Sixth form students are outstanding leaders in the provision of acts of Collective Worship and those activities that respond to the spiritual and social needs of others. Chaplaincy addresses all aspects of school life. The Society of St Joseph is an integral part of chaplaincy and the work of service to others. The patron, St Joseph the Worker, is their focus and they work tirelessly in the school community as pupil leaders to bring faith, prayer and giving in to the heart of the everyday life of the school. Two members of each form volunteer to be part of this and start a year with a blessing and a commitment to work for the good of others. The school's commitment to the pursuit of excellence for each pupil is reflected in the high level of inclusion and the support they give to pupils, irrespective of their background and unique challenges. The Damascus Suite is outstanding in concept and in reality. It is significant that the suite includes the Chapel at its centre. Pupils were unanimous in their view that the school's tangible sense of togetherness ensures that they are safe and welcome to play their part fully. The engagement of 'City Year' has a significant impact on the quality of inclusion for pupils who can be supported and guided through their own particular challenges. Parents were overwhelming in the appreciation for the work of the school. Retention in to the post sixteen provision is high with 75% of pupils staying on in the sixth form.

The School Mission Statement is a clear and inspiring expression of the educational mission of the Church. It empowers pupils to realise the central theme of its mission by inspiring them to respond to the many opportunities there are to serve others. All staff are fully committed to its implementation across the curriculum and the whole of school life. The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. Sixth form students affirmed that exams are important, but equally, so is the growth of the individual. Pupils respond well to the encouragement to be self-managing, independent and collaborative. There is a strong sense of community at all levels, evident in the high-quality relationships at all levels. The school is a supportive, Catholic and joyful community. The Catholic identity and mission are manifest in the concrete and effective displays, icons and religious symbols around the school. The Chapel is a significant part of the physical and spiritual fabric of the school. Chaplaincy provision is exemplary in supporting and promoting the 'Catholic Life of the School'. It goes beyond Collective Worship. Pupils unanimously affirmed the effectiveness and value of chaplaincy in providing care for them. The calm and harmonious school reflects outstanding pastoral care that gives pupils the confidence and self-esteem that enables them to grow as individuals and have a deep care for others. The quality of provision for pupils with unique challenges is outstanding. The school is attentive to the needs of staff. Staff are inspired to play a significant part in creating and developing an ethos of care.

The school's leadership is deeply committed to the Church's mission in education. Governors and School Leaders have a single-minded focus on realising the mission of the School, especially in terms of enabling students to experience a holistic education in order that pupils thrive academically, socially

and spiritually. The high priority given to promoting the centrality of the school's ethos is evidenced in the range of professional development opportunities for staff, such as "The Catholic Mission and the call to sainthood" and "Collective Worship – Assemblies and Masses". As leaders, the Governing Body is highly ambitious for the 'Catholic Life of the School'. They articulated their determination to improve further. They set out to be "counter-cultural, developing disciples who will challenge society's values". They are fixated with the provision of the 'Catholic Life of the School'. The high level of inclusion is recognised and valued overwhelmingly by parents and the local community. Governors are informed of the quality of the Catholic Life through the work of the Link Governor who visits regularly, meets with appropriate staff and feeds back formally to the full governing body. The Headteacher has a major impact on the growth of spirituality in the school. She works effectively with Senior Leaders to create an ethos of prayer and service. Pastoral care for the whole student body and for staff constitutes a significant strength of this Catholic school, evidenced in interviews across the inspection process. Pastoral support for all students contributes to the 'family spirit' articulated by Governors, staff, students and parents. The behaviour of all students is exemplary at all times. They are supportive of each other in both academic and extra-curricular contexts.

RELIGIOUS EDUCATION

Grade 1

Almost all pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress. The progress of disadvantaged pupils is exceptional and above that of other pupils. At Key Stage 3, 98% achieved at least the expected levels in R.E. Pupils in general display outstanding, age-related standards of religious literacy. Pupils' attainment in R.E. is outstanding and has been on an upward trend since the last inspection. 82.3% achieved grades 9-5, with 32% achieving grades 9-7. R.E. makes a significant contribution to academic achievement of the school. At A level, 67% of students achieved grades A*-B, with 92% achieving grades A*-C. Students confirmed that they are well taught and are motivated to engage with the subject. This is further evidenced by the high uptake at A level which puts the A level roll as one of the school's highest. The quality of pupils' current work in class and with written work is of a very standard, reflecting the pride pupils have in their achievement. Pupils confirmed their genuine enjoyment of R.E. lessons in discussions and lesson observations. They appreciate the exploration of Catholic Christianity and other World Religions. They were unanimous in the view that they are taught well by teachers who want the best for each one. They spoke of the way in which they were stretched and challenged during lessons and how learning in R.E. lessons relates to their lives beyond the school. Consequently, behaviour for learning is outstanding.

Lesson observations and an analysis of pupils' attainment and progress by inspectors, showed that teaching overall is, in the main, outstanding but never less than good. Teachers are highly effective in planning and delivering high-quality lessons linked to pupils' knowledge and understanding, so that they learn extremely well. Teachers are visibly passionate about R.E. and communicate high expectations to pupils. They ensure that all pupils are consistently engaged in their learning with a variety of styles and appropriate resources. As a consequence, all pupils are inspired to learn and make rapid progress. This is evidenced by pupils who were highly engaged in lessons and who spoke warmly of the support and challenge they receive from teachers. Attitudes to learning were outstanding, as seen in the independent and collaborative work in lessons and in the written work which is consistently of a high standard. Marking, assessment and feedback are taken in line with school policy. The strategy is well structured, organised and effectively managed. Moderation of assessment outcomes is regarded as a key strategy in improving standards of learning. As a result, pupils respond effectively to feedback. They know and understand their current levels and how to achieve their targets.

Leaders and Governors ensure that the R.E. curriculum is in line with the Curriculum Directory and that the allocation of time for R.E. meets the requirements of the Bishops' Conference in every key stage. They are proud of the school's achievements in R.E. and are committed to improving the standards of teaching and learning further. The provision of the resourcing, staffing and appropriate accommodation reflects the commitment of Governors to maintain R.E. as an established core subject. The R.E. learning environment is uniformly stimulating and highly supportive of learning. It is consistent across the department. The Headteacher and her Senior Leaders are inspirational in the drive to improve the

quality of teaching and learning. They have established a culture of excellence through quality professional development and positive affirmation of pupils' achievements. The Head of Department is outstanding. His personal faith and commitment to pupils is tangible. He has a high level of expertise and a clear understanding of how to develop the quality of teaching and learning further. Detailed monitoring and analysis of pupil progress is in place. Pupils respond to the many opportunities to learn beyond the classroom. There is a lot of intervention and one-to-one sessions with pupils. The ethos gives pupils confidence to do well and seek help outside lessons. Delivery of the curriculum is consistently structured across Key Stages 3 and 4 which develops skills of knowledge, understanding and evaluation. The sixth form general R.E. programme is an excellent provision providing thought provoking lessons and experiences for the young people. Pupils learn how to reason and analyse a range of resources and views. The pride of the department is reflected in the stimulating environment in each room.

COLLECTIVE WORSHIP

Grade 1

Acts of Collective Worship engage pupils' interests and inspire them to participate respectfully and pray with reverence. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, prayerful silence and reverence. A KS3 assembly occurred during the inspection. Pupils were enthusiastic in answering questions regarding Advent and the real meaning of Christmas. Pupils, whatever their faith background, were respectful and responded prayerfully. The assembly was enhanced by the hymn singing. Pupils responded enthusiastically to the encouragement of members of the Gospel choir who were placed around the room. This reflects the impact of the spiritual ethos of the school that inspires all pupils to respond and participate fully. Pupils affirmed that they are at ease when praying, singing and when offering their own intentions for prayer. Visiting clergy confirmed the inspector's findings that pupils are respectful and reverential in assemblies and Masses. Preparing and participating in the Feast Day celebration is the highlight of the year. Music with the gospel choir and instrumentalists plays a significant part in engaging all pupils with prayerful and joyful communal singing. The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability of faith background.

Collective Worship is central to the life of the school for pupils. Praying together is part of the daily experience for all pupils, whatever their own particular faith background. Collective Worship has a clear purpose, message and direction. The provision of materials by chaplains enables teachers to lead Collective Worship and develop their understanding of the significance of prayer to the school. There is a well-attended Mass before school every Friday. Rosary is said each day and is well attended by a range of teachers and pupils. The programme of retreats gives pupils the opportunity to come together as a spiritual community to reflect on the Gospel and how to live by its values. There is the everyday and a weekly Mass. A significant feature of prayer and reflection is the time given to pupils in Year 11 to come off timetable and spend a day in prayer, meditation and discussion to focus minds on the deeper meaning of their faith and to help them clear their minds of stress. The Chapel is a valuable part of the school as a place to be and to pray.

Leaders, including Chaplains have an expert knowledge in providing acts of prayer and worship that engage all pupils regardless of their faith background. They are committed to providing a range of high-quality prayer and liturgical experiences for pupils. They are unapologetic about emphasising that the school they lead will continue to grow as a place of faith and prayer. The engagement of parents is an important priority for the school. They have received a booklet, "Our Catholic School". A majority of new parents attended an evening to discuss all aspects of school life, including chaplaincy and R.E. Leaders place the highest priority on the professional development of staff. The inset on RUAH has had a profound effect on staff engagement in Collective Worship. It is supported by professional development throughout the year which focusses on assemblies and Masses. It is the basis for induction of new staff. A visiting priest said that the impact of the presence of staff in Collective Worship was sacramental. The Headteacher is deeply committed to building an authentic Catholic community that is a witness to the faith in thought and deed. The collaboration between the R.E. department and the chaplains, with the support of Senior Leaders, results in a vibrant worshipping community.