



CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES



All Hallows RC High School

URN: 131512

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

04 February 2026 – 05 February 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

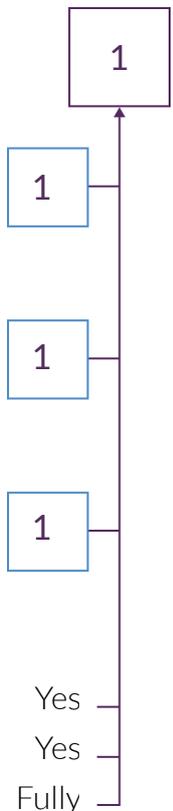
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- There is a strong sense of family and community that is evident in the exceptional relationships across the school. Pupils have a deep sense of belonging and are proud to be members of the 'All Hallows Family'.
- The pastoral care for pupils at All Hallows, particularly for the most vulnerable, is outstanding. There is a culture of 'whatever it takes' to remove barriers, so that all pupils can achieve highly.
- The leadership of the headteacher is inspirational and they lead the school community with commitment and passion. The recent review of the mission statement has reignited the Catholic life and mission of the school.
- The leadership of religious education is a strength of the school. The head of religious education has created a cohesive, committed team, determined to achieve the best for every pupil.
- The religious education curriculum is well-planned and carefully structured, and this has a positive impact on pupils' progress.

What the school needs to improve

- Fully implement the marking and feedback policy in religious education so that pupils consistently receive focused feedback and are given structured opportunities to respond and improve their work.
- Embed a robust and systematic quality assurance process that evaluates the quality and impact of prayer and liturgy and informs strategic planning and future development.
- Develop consistent opportunities for all pupils to routinely lead prayer and liturgy across the school, ensuring they are well prepared and supported to do so confidently and effectively.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

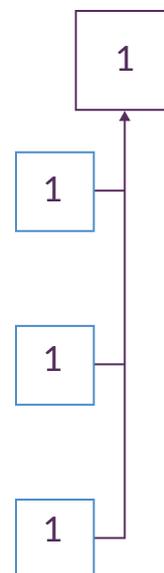
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at All Hallows know that they are loved and cared for because Christ is at the heart of their school. They fully embrace its Catholic life and mission, wholly appreciate the opportunities that they are given and are enthusiastic about embracing leadership opportunities, for example, as Prayer Captains, Youth SVP, and Caritas Ambassadors. They are highly appreciative of their teachers, the chaplain and other adults and recognise that staff go the extra mile to ensure that they are happy and feel safe in school. Pupils told inspectors, 'This school has shaped me into the person I am today, particularly in my faith.' Staff and pupils spoke passionately about 'St Peter's Gate', a food bank set up by the staff to help those families in their community who need additional support. They are proud of their school's diversity and understand that it is fully inclusive because they are all made in the image and likeness of God. Pupils spoke with pride about 'Culture Day'. As a result of the care they receive, pupils flourish as responsible young people who are inspired to live out Catholic social teaching. Pupil behaviour is exemplary, showing respect for themselves, their peers and the staff.

The core values of 'believe, belong and achieve' are consistently lived out at All Hallows. The Catholic life and mission of the school is the foundation of this community. Staff are overwhelmingly positive about the school. They feel valued, cared for and as a result go 'above and beyond' for the pupils in their care. This is a Catholic community here to serve the pupils. As one member of staff explained, '*we nurture them and we are compassionate. If not us, then who*'. Pastoral care in the school is exceptional and is built on principles of forgiveness and justice and the school makes a palpable commitment to the most vulnerable; this can be

seen through the high levels of attendance and the outstanding care given to pupils who need additional support through, for example, the Lourdes Centre and the Aquinas Centre. The school environment reinforces its ethos; teaching spaces and corridors are bright, colourful and vibrant and reflect the Catholicity of the school. There is a focus on scripture. Provision for relationships, sex and health education meets diocesan requirements with policies in line with Catholic teaching. As a result, pupils demonstrate a clear understanding of what they have learnt.

The headteacher, leaders and governors are committed to the school's Catholic life, and it is a priority for them. They are heavily invested in the All Hallows community and know the school well. The inspirational leadership of the Headteacher has seen the school spending time revisiting its mission statement, resulting in a reigniting of the school's purpose as a Catholic community. Governors are ambitious for the school; they are experienced and are proactively involved in its self-evaluation. Decisions are made with the Catholic mission and Christ at the centre. The curriculum contributes to pupils' spiritual and moral development and the school's mission is explicit in all of its policies. Leaders of all subject areas have begun to identify the contribution made by their subject to Catholic social teaching, resulting in a holistic Catholic curriculum. This was seen in the lessons observed across the school and via staff voice. Parents and carers recognise the role the school plays in developing the faith life of their children. The school's engagement with the diocese is strong and professional development opportunities are welcomed by staff. Sufficient training is provided for staff and as a result they participate actively in the Catholic life of the school.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

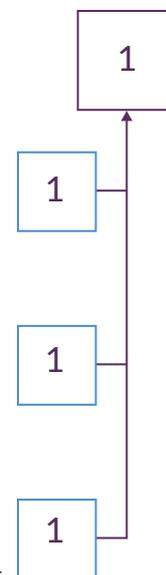
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils at All Hallows enjoy religious education and understand its importance as part of the curriculum. They all, without exception, spoke positively about their learning. As one pupil put it '*religious education is important so we can understand what people's views are and their perspective.*' Pupils settle to work swiftly and approach their learning with interest and enthusiasm and as a result they are actively engaged in lessons and achieve well. They are developing excellent knowledge, understanding and skills. Pupils use religious terminology with confidence and accuracy. For example, in one lesson observed, pupils used terms such as heresy and blasphemy with precision. They eloquently explained the concept of the Body of Christ. Consequently, they are becoming religiously literate young people. Pupils can work independently in lessons when they are given the opportunity to do so; this is evidenced by extended writing in their books. They produce work of a high quality, particularly in end of unit assessments. The consistent focus from the department on the recall of knowledge has meant that pupils are embedding skills of retrieval and this has supported them to know and remember more. Pupils respond very positively because they want to succeed in their learning.

Teachers are confident in their subject knowledge and teach with passion and commitment, including the non-specialist teacher in the department. They plan learning collaboratively, sharing resources and a range of approaches to teaching, especially at Key Stage 3. There has been a significant amount of work undertaken on the *Religious Education Directory*, and this is fully implemented and carefully adapted to meet the needs of the pupils. The curriculum

offered underlines the high expectations that teachers have for their pupils. Teachers foster exceptionally positive relationships with their pupils who value the support they give. As one pupil commented, *'they are always there to help you if you don't understand something fully.'* Teachers are skilled at ensuring that pupils build up their knowledge through their use of retrieval tasks and the use of targeted questioning to check understanding. For example, in one lesson observed, the teacher skilfully questioned pupils to elicit their understanding of different perspectives of when life begins. As a result, they could articulately explain the views of Catholics, other Christians and humanists. Teachers provide feedback to pupils; however, pupils do not consistently respond to this feedback. As a result, opportunities to deepen learning are not always maximised.

There is a clear vision for religious education in the school following the appointment of the head of department in September 2024, who has brought stability and strong leadership to the team. Some improvement planning, for example, the marking and feedback policy, are in their infancy and need time to be embedded to see their full impact. Leaders and governors have ensured that religious education has full parity with other core subjects, including resourcing and accommodation. They have ensured that the new curriculum adheres to the requirements of the *Religious Education Directory*. The head of department has worked closely and collaboratively with the diocese as the new schemes of work are developed and has been well-supported by the senior leadership team. The department meets frequently to discuss pedagogy and share resources and best practice; they appreciate this. This has helped to improve the quality of teaching. The head of department conducts quality assurance of the teaching and learning within the department, providing support and professional development which is having a positive impact. The department is developing a variety of enrichment activities such as a trip to the Jewish museum that meets the spiritual, moral and cultural needs of the pupils.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

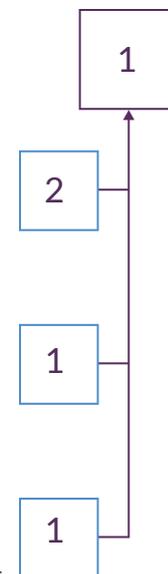
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils routinely experience opportunities for prayer each day, either in form time or in a weekly year group assembly. In the assembly observed, pupils engaged respectfully; listening attentively and participating in silent reflection, as well as joining in communal prayer. Pupils' behaviour was exemplary, and this, alongside the carefully planned scripture and link to Catholic social teaching, resulted in an authentic prayerful experience. Prayer is planned to support pupils' understanding of the Church's liturgical year. They are given the opportunity to engage in meditation alongside the use of scripture and music. Pupils benefit from working with the lay chaplain and their form teacher to plan and deliver form Masses. In a form time observed, the lay chaplain worked with them to plan their upcoming form Mass. They worked collaboratively in groups to plan elements of the celebration. Pupils say their school prayer with confidence and commitment. They recognise and can articulate that prayer underpins the welcoming, inclusive family that is All Hallows and that the school inspires them to live out their faith by helping others. Pupils would benefit from more opportunities to plan and undertake ministries, as well as routinely evaluate the quality of prayer and liturgy they experience.

Prayer and liturgy have a central place in the daily life of the school. Prayer is appropriately planned, with significant moments of joy and sorrow celebrated both formally and informally, for example, during the inspection when a recently bereaved Year 8 pupil came to pray with the lay chaplain. The headteacher, head of religious education and lay chaplain are inspiring models of lived faith who have led the whole staff in developing their delivery of engaging prayer and liturgy. Consequently, staff facilitate prayer with skill and confidence. Staff have

supported pupils to enhance worship by using their gifts in dance, art and drama to creatively celebrate the Church's liturgical year. Pupils benefit from a broad range of ways of praying and are inspired to develop their own and others' prayer life. This includes praying the rosary, the stations of the cross, the sacrament of reconciliation and the celebration of the Eucharist. Scripture is effectively used in prayer and every week it is reverently explored with the Wednesday Word. Pupils can articulate how they prepare to lead worship by taking time to rehearse, so they proclaim the Word effectively. They understand that this also helps to develop their understanding of scripture.

The headteacher and prayer and liturgy leader make a significant contribution to the leadership of collective worship across the school. They ensure that prayer and liturgy follow the liturgical calendar of the Church. The beautiful, well-maintained chapel is cherished and well-used by both staff and pupils. The prayer garden is also a really lovely, well-cared for and dedicated space which provides opportunity for creative and reflective worship. Staff are continually working to develop the prayer life of the pupils, engaging with local parishes and involving families, where appropriate. Pupils spoke of how the school has nurtured them as individuals in their faith and prayer life. This was evidenced by the ease with which they spontaneously led prayer in a Bible study group at lunchtime. It was also evidenced by the session with the Prayer Captains, who work diligently and committedly to help prepare materials for worship. In ensuring form and year group celebrations of the Eucharist, the school demonstrates its commitment to the heart of Catholic life. The policy on prayer and liturgy is well formulated and accessible to staff. In providing comprehensive, regular and inspirational professional development for staff, leaders demonstrate their commitment to prayer and liturgy in school.

Information about the school

Full name of school	All Hallows RC High School
School unique reference number (URN)	131512
School DfE Number (LAESTAB)	3554620
Full postal address of the school	150 Eccles Old Road, Salford, Greater Manchester, M6 8AA
School phone number	0161 921 1900
Headteacher or Head of School	Mrs Emma Walker
Chair of Governors	Mrs Christine Wood
School Website	www.allhallowsrc.co.uk
Trusteeship	Diocesan
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	11 - 16
Gender of pupils	Mixed
Date of last denominational inspection	25 June 2018
Previous denominational inspection grade	Good

The Inspection Team

Claire Margaret Wallace Lead

Rachel Thompson

Helen Hall

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement