

All Saints' Roman Catholic High School, a Voluntary Academy

URN: 147565

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

12–13 June 2025

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

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

Yes

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

Yes

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

Fully

2

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference and 10% of curriculum time is devoted to religious education.
- The school is fully compliant with the additional requirements of the diocesan bishop in relation to the GCSE offered.
- The school has responded fully to areas of improvement identified in the last inspection.

What the school does well

- The leadership of the headteacher and deputy headteacher is exemplary. They have a clear vision and lead the school community with commitment and passion. They have reignited the Catholic life and mission of the school.
- The school's distinctive Catholic mission has created a strong sense of community and inclusive welcome. This is rooted in staff's aspiration for, and love of, the students in their care.
- Staff provide the highest level of pastoral care for all of their students, with a commitment to the most vulnerable. Students value all that the staff do for them, as evidenced by the high-quality relationships in the school.
- Students and staff are proud of their school and recognise the more recent work that the headteacher and senior leadership team have undertaken to instil a sense of ambition for all students.

What the school needs to improve

- To improve GCSE outcomes in religious education so that they are in line with, or better than, other core subjects.
- To continue implementing the Religious Education Directory at Key Stage 3, ensuring it is carefully adapted to meet the needs of all students, using formative assessment effectively so that students learn well.
- To ensure that the students take a leading role in the evaluation of the school's Catholic life and prayer and liturgy.

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

2

Provision

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

1

Leadership

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

2

2

The distinctive Catholic identity of All Saints is understood and lived out by students, staff and governors. Students benefit from a highly committed team of staff. Students and staff spoke of the sense of community and that they feel valued. As one student put it, 'the teachers want us to do well, even when we're not sure we can, they believe in us and won't let us fail'. There is a strong pastoral offer which is rooted in the school's SHINE values. Students at All Saints are known and loved. They speak enthusiastically about their social action projects and understand that they are involved because of Christ's command to support the poor. Some can articulate that Catholic social teaching underpins their work. Students are involved with a range of charities including St Joseph's Penny, Cafod, Rossendale Hospice and a local foodbank. Students' behaviour and attitudes in lessons and around school are good. They demonstrate respect for others as well as themselves. Students appreciate the leadership opportunities that exist in the school and there are a growing number involved as chaplaincy team members and more recently as charity champions. The school would benefit from even more students participating in these opportunities.

This school's mission statement is a lived reality. The motto of 'Let your light shine' permeates the school community and is fully embraced by staff and students. Students benefit from a staff body who are highly committed to serving those in their care. Staff have a sense of togetherness, stemming from a senior leadership team who set high expectations of staff and support them to meet those expectations. Students and staff speak warmly about each other and the way in which they treat each other reflects the school's ethos. Students know that there is an expectation of respect and care for others and they experience this from the family-like community that has been created. There is a strong culture of welcome. The excellent pastoral

offer removes barriers that students face. For example, the school's partnership with Burnley Football Club and the 'Premier League Inspires Programme' has had a tangible impact. The chaplaincy programme is well-planned, with a range of opportunities for students to live out their faith. The relationships, health, and sex education programme is carefully planned and meets diocesan requirements. Sufficient time is given to training to ensure staff are confident in delivering the content. Staff are appreciative of these CPD opportunities.

The headteacher, leaders and governors are committed to the school's Catholic life, and it is a priority for them. The appointment of the headteacher and deputy headteacher has had a significant impact on the community, bringing stability and a reigniting of the school's Catholic identity. Governors know All Saints well. They are ambitious for the school and are experienced, skilled and proactively involved in its self-evaluation. The curriculum contributes to students' spiritual and moral development and the school's mission is explicit in all its policies. Leaders of all curriculum areas have started to identify the contribution made by their subject to spiritual, moral, social and cultural development and Catholic social teaching and some strong practice was observed during the inspection. The school's engagement with the diocese is excellent and these professional development opportunities are appreciated by staff. New staff speak highly of the support and training that they have received throughout their induction. They expressed that they have been welcomed into the school community and have quickly felt a part of the Catholic life and mission of the school. The school would benefit from students being more systematically involved in the evaluation of the Catholic life of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

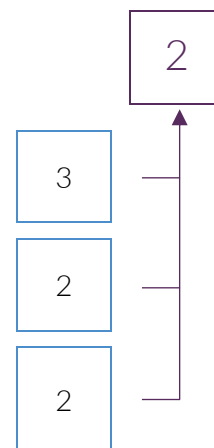
How well pupils achieve and enjoy their learning in religious education

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



Outcomes in religious education require improvement. Students' attainment remains low in external examinations. This is as a result of a previous weak curriculum offer for students. Whilst this is being addressed by leaders, it is too soon to see the impact of this work in GCSE results. That said, students enjoy religious education. They can explain its importance as a subject and can articulate the recent improvements in lesson delivery. As a result of a more rigorous approach to information retrieval and recall, students are growing in their religious knowledge and understanding. They are beginning to show increasing confidence in using religious terminology. Behaviour in lessons is good. Students settle to work quickly. They are starting to display a sense of independence and enthusiasm for their learning. Work in books is generally well-presented, with increasingly effective use of feedback mechanisms such as 'read and respond' to support students' improvement of their work. Students value the supportive relationships with their teachers and the relevance of their learning to everyday life. Although attainment in external examinations is well below national and diocesan averages, the quality of current student work shows an improvement in their progress, however, this is not yet consistently good.

Teachers are secure in their subject knowledge, including the non-specialist staff and they teach with commitment. The curriculum leader works diligently to plan learning alongside the department and there is a culture of collaboration. Teachers have high expectations of students. They have fostered a classroom culture of mutual respect and teamwork, encouraging open dialogue and effort. Teaching has focused on students increasing their knowledge through their use of information retrieval tasks at the start of every lesson. In the best learning observed, teachers used a variety of techniques to deepen students' knowledge and understanding. In one lesson, the teacher asked questions with escalating difficulty and was skilful in ensuring students

gave longer and more detailed answers. Staff demonstrate a deep understanding of how the subject impacts upon students' moral and spiritual development. In one lesson observed, the teacher expertly facilitated the exploration of why religious people might need a special place by enabling them to meditate and reflect upon a place that was special to them. Feedback is becoming embedded in lessons and students are actively engaged in improving their work. In order for provision to be outstanding, formative assessment needs to be more consistently embedded across the department.

Leaders have ensured that their new curriculum adheres to the requirements of the *Religious Education Directory* and offers a well-planned programme of study that meets the needs of students. They have worked closely with the diocese to achieve this. Leaders and governors are committed to ensuring that religious education is at the core of the curriculum. The subject receives full parity with other core subjects in terms of its resourcing. There is a clear vision for the subject following the appointment of the curriculum leader in September 2024, who has begun to secure the improvements that were needed. Strategies are in their infancy and need time to be embedded to see their impact. There is a programme of annual continued professional development provided through the trust and by the diocese. The staff appreciate their accountability through regular reports to governors. They value the prioritised place of religious education in the school's development plans. These, together with regular inputs from parent and student voice, all help to uphold the place of religious education at the heart of this Catholic community. Leaders now need to ensure that students are provided with a range of enrichment activities that enhances their learning in religious education.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

Students respond positively to prayer and liturgy; it is clear they value the opportunities provided for them. During daily prayer in form time, students' experience a range of prayer, including traditional prayer and meditation. Prayer leads to action at this school. For example, during the inspection, when students reflected upon their 'Jubilee Pledge'. The assembly observed involved a range of students, those from the chaplaincy team and those from the year group. The theme of 'courage' was linked to the liturgical year and the feast of Pentecost. Students' were well-behaved and reverent. Students' participation is good, and communal responses are confident and committed. Through a range of prayer and liturgical activities which include scripture, silence and music, students are further developing their understanding of prayer within the Catholic tradition. They understand the liturgical year, and most can articulate knowledge of the Church's seasons and feasts. The chaplaincy team enjoy taking responsibility to lead prayer and liturgy and do so with increasing knowledge and confidence, growing in their ability to plan as well as take part. Students' experience would be enhanced by their taking a more active role in the evaluation of the quality of prayer and liturgy that they have planned.

Prayer and liturgy is central in the daily life of the school. Students are offered a range of prayer opportunities throughout the academic year, and these are faithful to the liturgical year, with themes linked to both scripture and Catholic social teaching. Provision for prayer beyond form time and assemblies is becoming more extensive and varied. This includes the Valley Mass, remembrance day service, Ash Wednesday service and the Year 11 leavers' Mass. Staff are committed to leading prayer. They speak openly to students about their own faith and their experience of prayer. In the assembly observed, the form tutors modelled good practice, as they reflected thoughtfully on the gifts of the Holy Spirit. Staff have instilled in students a sense of importance around prayer. Scripture is well chosen and enhances the quality of prayer and

liturgy for students. The current building has meant that there are significant constraints linked to space and the environment, however, the school will move into a brand-new purpose-built school in the new academic year and priority has been given to the physical environment so it will support the Catholic life. The school works well with local parishes and clergy, and this impacts positively on students' provision.

The school is fully compliant with the diocesan policy for prayer and liturgy which impacts positively on their practice. The deputy headteacher contributes substantially to the leadership of prayer and liturgy across the school. Through careful planning, the school ensures that prayer and liturgy follows the liturgical calendar of the Church. Students have the opportunity to celebrate the Eucharist and significant days such as the feast of All Saints are celebrated by the community. Leaders and governors have a clear knowledge and understanding of the importance of prayer and liturgy as central to the life of the school. They have prioritised the provision of resources to support the Catholic life and mission. Leaders routinely review and monitor the quality of prayer and liturgy through a range of mechanisms, including observation and staff and pupil voice. They use their evaluation to share good practice. Time is given to training, and staff are well supported to lead prayer. Staff recognise and value this. As the *Prayer and Liturgy Directory* is fully implemented, work needs to be undertaken on a strategy to build the skills of students so they can confidently and skilfully lead ministries as they progress through the school.

Information about the school

Full name of school	All Saints' Roman Catholic High School, a Voluntary Academy
School unique reference number (URN)	147565
School DfE Number (LAESTAB)	8884709
Full postal address of the school	All Saints' Roman Catholic High School, a Voluntary Academy, Haslingden Road, Rawtenstall, Rossendale, BB4 6SJ
School phone number	01706213693
Headteacher	Francesca Lord
Chair of local governing body	Racheal Wilson
School Website	http://www.allsaintshigh.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-16
Gender of pupils	Mixed
Date of last denominational inspection	16 November 2016
Previous denominational inspection grade	Good

The inspection team

Claire Wallace
Edward Allanson

Lead
Team

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

