

Catholic Schools Inspectorate inspection report for
All Hallows Catholic College, Macclesfield

URN: 139139

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 30th - 31st March 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓	
The school is fully compliant with all requirements of the diocesan bishop	✓	
The school has responded to the areas for improvement from the last inspection	N/A	

Summary of key findings

What the school does well

- All Hallows Catholic College lives out its mission beautifully.
- It is a welcoming and inclusive school community which bears witness to and promotes the dignity of the young person.
- It fosters student leadership and is growing a very strong student chaplaincy team.
- It is a listening school where all voices are welcomed and heard.

What the school needs to improve:

- Implement a more robust and consistent approach to assessment and feedback in Religious Education.
- Extend the student chaplaincy team to Key Stage 4 and Key Stage 5 to mirror the excellent work already taking place at Key Stage 3.

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:.....

1

Pupil outcomes

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

1

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

1



All Hallows Catholic College is an inclusive and welcoming community, proud of its Catholic identity and mission. “Aspire not to have more but to be more,” underpins its every expression. Students appreciate and can articulate the college’s mission and values. They flourish here, enjoy college, feel safe, and know they are cared for and valued as individuals. The understanding of the common home and *Laudato Si* is a particular strength, made tangible through the work of the Eco Council who are passionate advocates of their role of stewardship, and through the unique feature of the college’s working farm. Students embrace the many opportunities to serve those in need, especially through the college’s partnership with a clinic in India. They take a lead in suggesting and supporting other needy causes, in line with Catholic Social Teaching, including the local food bank, links with parishes, Cafod, and Caritas. The college’s mission and values and the behaviour strategy (SHINE) are revisited with students, governors and staff through pupil voice and professional development opportunities. The college’s feast day is an annual celebration with the most recent marking the college’s 60th anniversary, which included the celebration of Mass for each year group.

Chaplaincy provision is a strength of the college, strongly appreciated by students and staff. It is very clearly focussed on the spiritual development and wellbeing of all. The impressive Key Stage 3 chaplaincy group works closely with the lay chaplain in leadership, planning, and evaluation of this area. The college has many clear and effective signs that express its Catholic character. These bear witness to the centrality of Christ in the college, a reality expressed in the support, value, welcome, and care that characterises it. This is an inclusive community, one which models compassion and forgiveness and uses the language of the values to underpin pastoral care in the main college and equally in the work of the Aspire Hub. The college offers a rich retreat programme and the Year 6 induction retreat to Liverpool Hope University is a particular highlight of this rich provision. Relationships, sex, and health education provision is distinctly Catholic in nature and meets all statutory requirements. Christians of other denominations speak warmly of the welcome they feel,

and the sense of being at home. Students from other cultural and religious backgrounds, though a relatively small group in the college, likewise feel accepted and valued. Staff model the mission and ethos in their behaviour and relationships. They warmly appreciate and enthusiastically contribute to the mission of the college and speak of how they feel included and enriched by it. The induction programme for new staff is well planned and effective. It is a strength of the college, and staff are enabled to engage in the Catholic life of the college and to support prayer and liturgical prayer in a very enriching way.

Governors are passionate about the Catholic mission of All Hallows. It underpins all policies, procedures and decisions taken at the college. Leaders and governors are highly ambitious for the college and proactive through a framework for accountability and a regular programme of visits. The headteacher and senior leaders lead the mission in a way that is inspiring and motivating. This is recognised and deeply appreciated by governors and staff. The warm relationship between leaders and the wider team speaks of mutual respect, compassion, and empathy. Staff are proud to work at All Hallows Catholic College. Parents are overwhelmingly supportive of the college's mission and appreciate that its Catholic nature has deepened in recent years.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

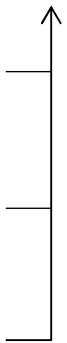
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

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

2



Students enjoy their learning in religious education. Most pupils behave well and enjoy excellent relationships with their teacher. Students speak confidently about what they have learned in religious education and some students do this exceptionally well. In their written responses in books, not all students are clear on how to improve further, and in more than a few cases, students are not acting on feedback given. Religious literacy is good across all key stages. Students can use subject specific terminology and are comfortable in asking questions of their teachers. Students make good progress in religious education, but this is not yet consistent for all groups, especially boys. Attainment for GCSE religious education in 2022 was broadly average when compared to national data or other core subjects. Outcomes at A level are excellent.

Teachers are confident in their subject knowledge and show a real commitment to their subject. In the best teaching seen, teachers challenge students to think deeply and are confident in quickly adapting their teaching in response to students' questions. Where teaching is less challenging there is a tendency to rely on closed, recall questions and to miss opportunities to explore students' misconceptions. There is evidence that the religious education team has started to address the gap between girls' and boys' achievement. However, there is not enough evidence that this is having an impact. At KS5 the quality of teaching ensures that students engage fully with the curriculum and are challenged in their learning. This ensures that progress is excellent. Core religious education is well taught and appreciated by the students.

All the ingredients are in place for the acting subject leader to move religious education further forward in its development. His strategy is underpinned by a strong research based pedagogical vision. The department is well resourced in terms of staffing and rooms and there are systems in place to monitor and evaluate the quality of teaching and learning. These systems, however, are not

yet having a significant impact on students' outcomes. The curriculum for religious education is under development and is well under way to ensuring that the content and sequencing of learning is appropriate to the needs of all students. The inclusion of explicit pedagogy to improve boys' attainment is an important next step. Leaders and governors have a clear strategic plan to ensure these developments take place and provide challenge and support for the department.

Collective worship

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

Collective worship key judgement grade:.....

1

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

1

Leadership

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

1



Students at All Hallows experience a wide variety of opportunities for prayer, in tutor groups, at voluntary Mass, in assemblies, and in many other ways. Singing (through the liturgical choir) is a strength, drawing on the riches of local parish experience, combining new hymns with those familiar to the community, and embracing Mass settings used in the local churches. The Year 7 and 8 chaplaincy group is an inspiring example of fully engaged young leaders of faith, who can speak articulately and with confidence about their vocation and mission. Their creativity in bringing the liturgical year to life for their peers is remarkable, as is the passion with which they have engaged with their former primary schools. It is planned to extend the excellent work of this group into Key Stage 4 and Key Stage 5, although students are already involved in leading readings and prayer, and a number of Year 11 students have requested the Sacrament of Confirmation.

Chaplaincy group members have a strong understanding of the liturgical year and a range of forms of Catholic prayer. They and the lay chaplain seek to spread this understanding through the college. Prayer stations in classrooms are cared for by students and change with the liturgical seasons. Prayer and liturgy are integral to the school's life. Beginning with prayer is a natural part of meetings and gatherings, and a wide range of prayer and liturgy enables the college community to celebrate the Church's year and its own moments of joy and sorrow. Daily prayer is thoroughly embedded in the tutor group programme and includes the word of God through the Gospel of the week or season. The celebration of Mass is much appreciated by students who attend voluntarily. The use of art in religious education and in liturgy is complemented by the students learning Mass settings from the parishes, which extends their appreciation of the range of Catholic music. The music form group supports this and enables the director of liturgical music to move this appreciation forward. Scripture is used well and thoughtfully, in prayer and liturgy, around the college and in many aspects of college life.

Senior staff model effective liturgical leadership at the start of each year and are in all assemblies to ensure quality. Staff willingly assist their students with assemblies and prayer in tutor time. Key staff are highly knowledgeable and skilled in leading worship and facilitating the leadership of the young in their care. To enrich this, further liturgical formation for staff and students is part of the school strategic plan. The school has an excellent approach to sacred space, with focuses for prayer in classrooms and a worthy chapel where Mass and other sacraments can be celebrated. There is an exemplary strategy in place, particularly enhanced over the last two years, for developing the understanding, participation, and leadership of students and staff in Catholic worship. As students mature, their confidence is clearly growing, and they speak readily about a sense of mission and even vocation in this work. Mass is celebrated at key times in the Church's year, and opportunity is made for all who wish to attend, as well as ensuring all Year 7s can do so. The Sacrament of Reconciliation is also offered at appropriate times and linked to college-wide reflection on Reconciliation. The lay chaplain has a strong understanding of the Church's liturgical practices and can bring this to the planning of opportunities for prayer. Leaders and governors ensure that resources are allocated to chaplaincy, prayer and liturgy and indeed are passionately and strategically committed to getting these areas right and seeing them flourish.

Information about the school

Full name of school	All Hallows Catholic College
School unique reference number (URN)	139139
Full postal address of the school	21 Brooklands Avenue, Macclesfield, SK11 8LB
School phone number	01625 436128
Name of head teacher or principal	Mr Timothy Beesley
Chair of governing board	Mrs Clair Watson
School Website	www.allhallows.org.uk
Multi-academy trust or company (if applicable)	Our Lady, Help of Christians, MAT
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11-18
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	21 st March 2016
Previous denominational inspection grade	Outstanding

The inspection team

Jane Beever	Lead inspector
Daveth Frost	Team inspector
Martin Reynolds	Team inspector
Claire Marrin	Team inspector

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