

DIOCESE OF PORTSMOUTH VALIDATION REPORT



All Hallows Catholic School and Sixth Form College

Weybourne Road Farnham Surrey GU9 9HF

URN: 125315
 Date of previous validation 11th & 12th July 2011
Date of this validation 28th & 29th June 2016

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| Overall effectiveness | Previous validation: Good |
| | This validation: Outstanding |

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| The school community: | outstanding | Attainment and progress in RE: | outstanding |
| The wider community: | outstanding | Quality of teaching in RE: | outstanding |
| Spiritual development: | outstanding | Leadership and management of RE: | outstanding |
| Moral development: | outstanding | Leadership and management: | outstanding |

This is an outstanding school

- All Hallows is a school that works tirelessly to ensure that the members of the school community “receive love, justice and respect and opportunities for growth and fulfilment.” The school code flowing from this mission statement is well known and understood and all in the community are encouraged to do their best to live it out on a daily basis.
- The dedicated leadership of the headteacher, supported by the senior leadership team, provides strong vision and direction for the work of the school. The school leadership, including governors, are fully committed in their determination to develop further the Catholic life of the school.
- The chaplaincy team, including the religious education (RE) staff, provide a wide range of opportunities for the spiritual development of staff and students.
- Members of staff are wholeheartedly committed to the ethos of the school and give very generously of their time to support students, including their holiday time and this is appreciated by students.
- The International School Award, National Citizen Service Champion School Status and National Support School Status demonstrate the outward looking drive of the school.
- Curriculum religious education is given prominence and status in the school and is valued by the students.
- GCSE results in RE have been consistently well above national averages for the last five years and students have made outstanding progress.
- Spiritual and moral development are both excellent and are nurtured across the curriculum.
- A very large majority of parents would recommend the school to another family.

What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- Completing the work to implement a programme of reflection opportunities for students in years 10 and 11, as set out in the last validation report.
- Enabling a wider range of stakeholders to play a full part in the self-evaluation of the Catholic life of the school, as set out in the last validation and ensuring that they understand the focus of each criterion; this will also enable the school to capture a wider range of evidence.
- Ensuring that the outstanding practice of the school in so many areas is communicated fully to parents and other stakeholders.

Full Report

The school as a Catholic community

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| The school community: | outstanding |
| The wider community: | outstanding |

- The school code, which flows from the mission statement, has a vital role in the life of the school and is clearly demonstrated in the open, supportive and respectful relationships between members of the school community.
- The school leadership and governors are passionate about promoting not just equality of opportunity but the best possible opportunities for all. Students are encouraged to achieve all that they can, personally and academically, and their achievements are recognised and celebrated.
- There are opportunities to celebrate the diverse composition of the school community in curriculum areas and in activities such as the dance show.
- There are very strong, supportive partnerships with local Catholic clergy, several of whom serve on the school's board of governors and/or as members of the school's chaplaincy team, giving very generously of their time.
- The school serves a very wide geographical area and has recognised that it is important to strengthen links with parishes where only a few pupils live.
- Concerns were expressed by a minority of parents in the parental survey about the quality of communications with the school, but other evidence seen during the inspection shows that there are clear and open channels of communication.
- The school seeks to be an influence for good in the local community; it welcomes community groups to use its facilities and reaches out to the local community.
- As a National Support School, All Hallows actively supports the work of other schools to improve. There are also strong partnerships with local and diocesan schools and groups.
- The International Schools Award recognises the work done with partner schools, including schools in South Africa, Cameroon, Italy, Germany and Belgium. These links encourage students' understanding of solidarity and promotion of the common good and they are generous in their support for local and international charities.

Curriculum religious education

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| Attainment and progress: | outstanding |
| Quality of teaching: | outstanding |
| Leadership and management of RE: | outstanding |

- Students' attainment and progress in RE are outstanding at KS3 and KS4 and good at KS5.
- GCSE results are significantly above national average and have been sustained over a number of years. RE is one of the highest performing subjects in the school.
- More able students perform very well and the number of A and A* grades at GCSE is also considerably above national average and many of these students sat the exam early.
- Almost all students display excellent concentration and behaviour in class and relationships between pupils and with their teachers are excellent.
- The quality of teaching is generally outstanding and always good across the department.
- Non-specialist teachers have been very well supported by the department. The department will be fully staffed by specialist RE teachers in the next academic year.
- Assessment is rigorous and well organised so that all pupils are aware of where they are and how to improve. Written feedback to pupils is regular and informative and there is evidence of a dialogue between the pupils and their teachers, in order that pupils can make progress.

- Teachers are aware of the student’s capabilities and prior learning. They plan their lessons well and resources are differentiated to meet students’ needs.
- Leadership is distributed across the department, with all staff taking responsibility for the curriculum and planning.
- RE has a high status in the school and the head of department is a member of the senior leadership team and works tirelessly to promote and manage the Catholic ethos of the school. The subject is valued by the students.
- The curriculum is fully compliant with the RE Curriculum Directory; however, the amount of time given to RE in years 7 and 8 should be reviewed.
- The department is well resourced and the classrooms are well presented and informative learning spaces. Staff take an active part in the CPD opportunities offered by the diocese and exam boards and there is an excellent and well appreciated induction process for new staff.

Spiritual and moral development

Spiritual development:

outstanding

Moral development:

outstanding

- Prayer and liturgical celebrations are central to the life of the school and provide a wide range of reflective, creative and prayerful experiences for students.
- Opportunities for students to plan, lead and participate in worship are fostered. Sixth form students act as Eucharistic ministers and chaplaincy ambassadors and the school has plans to develop the role of younger students.
- The ‘AwayDay’ programmes in years 7-9 and the sixth form encourage personal reflection and are well received by students. Students in years 10 and 11 are offered a variety of reflection activities; however, the school needs to implement plans for ‘AwayDays’ for these groups. Growing numbers of sixth form students take part in a pilgrimage to Lourdes.
- The chaplaincy team, including invaluable support from local clergy, makes a significant contribution to the spiritual life of the school and students can benefit from a wide offering.
- Departments from across the curriculum plan and implement effective and imaginative opportunities for the spiritual and moral development of students, e.g. science, history and art.
- Members of staff appreciate the varied opportunities provided by the school for their spiritual development.
- Behaviour in class is exemplary; students are thoughtful and supportive of one another; they show courtesy to one another and to visitors to the school.
- Students have a clear understanding that our gifts are to be used to support Gospel values and to care for others: “we raise money for charity because Jesus said we should love our neighbour” (year 10 student) and there is an active justice and peace group.
- There is a well organised and comprehensive PSHE programme which feeds into carefully planned assemblies and acts of worship, allowing time for pupils to reflect on moral issues.

Leadership and management:

outstanding

- The headteacher has worked tirelessly and effectively to create a strong, shared sense of purpose and mission and her great contribution and concern for others is widely appreciated.
- Together with the senior leadership team she has set up rigorous monitoring systems and focused unwaveringly on improving and developing the school. The results can be seen in excellent outcomes for students and very high morale among staff, who describe an exceptionally supportive community.
- Governors are very committed to the school and its ethos; they have implemented a range of monitoring strategies which give them a good understanding of the strengths and areas for development.

- The ethos committee has provided high levels of support and challenge for the school leadership team. Governors will find it useful to ensure a clear, shared understanding of the diocesan self-review process and the school's approach to completing this process: a wide range of stakeholders should be involved in order to ensure that a full range of evidence is gathered, linked to the appropriate criteria. Governors are aware that the appointment of a new headteacher will be both a challenge and an opportunity for further growth for the school.

School details

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| Name of school: | All Hallows Catholic School and Sixth Form College |
| Age range of pupils: | 11 - 18 |
| Gender of pupils: | Mixed |
| Number of pupils on roll: | 1394 |
| Chair of Governors: | Mrs Anne Long |
| Headteacher: | Mrs Elizabeth Lutzeier |

All Hallows Catholic School and Sixth Form College is a much larger than average secondary school. The majority of students are Catholic, with approximately 25% of students from other Christian denominations. The school admits students from a wide catchment area, including deaneries in the diocese of Arundel and Brighton. The proportion of students from minority ethnic backgrounds is slightly above the national average. An above average proportion of students speak English as an additional language, of whom few are at an early stage of learning English. The proportion of disabled students and students with special educational needs is below the national average and the proportion of students who are in receipt of pupil premium is also below the national average. The school deprivation indicator is below the national average.

Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

Validation Team

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| Miss A-M Brister | Lead validator |
| Mrs Celia Axton | Assistant validator |

Activities carried out as part of the validation:

- Ethos walk
- Work scrutiny
- Meetings and discussions with 2 student groups
- 2 assembly observations
- Attendance at staff briefing
- Parental survey
- Discussion on the school's self-review documentation
- Meetings and discussions with key members of the school community.
- 5 lesson observations
- 2 tutor observations

Conclusion

The team wishes to thank the school for its warm welcome and co-operation during the validation process at an extra-ordinarily busy time for the school.