



All Saints' Catholic Voluntary Academy

URN: 146132

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

08 May 2026 – 08 May 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

2

1

2

2

Yes

Yes

Fully

What the school does well

- Leaders are deeply committed to providing the best possible Catholic education for the benefit of all pupils and their families.
- Pupils show a high degree of respect for each other, and for those beyond the school, as exemplified by their willingness to provide service that benefits others.
- There is a strong sense of community, of a united family, marked by the inclusivity and welcome of all.
- Staff are fully committed to the importance of religious education; this results in the high engagement and clear enjoyment of pupils.
- Pupils are confident and enthusiastic in planning and leading celebrations of the word; they take their responsibilities seriously.

What the school needs to improve

- Ensure the positive, explicit impact of the school's mission statement through developing pupils' ability to articulate the theology underlining their actions.
- Adapt the materials used to implement the Religious Education Directory model curriculum to meet the context of the school and the needs of its pupils.
- Ensure that governors' involvement in self-evaluation demonstrates forensic monitoring, searching analysis and self-challenge that leads to well-targeted strategic action.

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

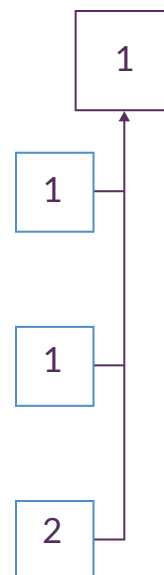
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 value their school and its Catholic identity; they know that they are valued as unique members of God's family. They are happy and confident, feel secure, and thrive in the school's family atmosphere. Pupils seek opportunities to grow in virtue, for instance through demonstrating those behaviours that lead to them obtaining 'respect awards'. The mini-vinnies, comprising around a third of all pupils, put their faith into action through the support of charities, such as in the Cafod Lent Walk, and for Willow Wood hospice. Their active service also includes visits to a local care home, and writing cards for the residents. Pupils take these responsibilities seriously: as they typically say, 'We want to make a difference'. While they are well meaning and positive in action, they find it hard to articulate the theology behind their actions. The behaviour of pupils is very good; they show respect for themselves and others: 'We all get on - everyone's got a lot of friends' is a typical comment. This is seen in the way that older pupils nurture and assist the younger pupils in a very natural manner. Pupils highly value the chaplaincy provision, and willingly take on roles within it, relishing these opportunities to 'help others get closer to God'.

The mission statement is highly visible in the school, and all staff and pupils are aware of it. However, its impact is inferred rather than explicit. There is a strong sense of community, where everyone feels valued and welcome. Staff model relationships with sincerity and care, leading to an inclusive community where all look after each other. Through this modelling, pupils have a strong sense of the importance of inclusivity and the respect for others, including those from other backgrounds and needs. Pastoral care is bespoke and individual, resulting from staff members' deep knowledge of the community. The physical environment

impressively reflects the Catholic identity of the school throughout, a witness to its faith foundation. Catholic social teaching principles are being well introduced to pupils in a sequential manner, with opportunities to respond to their demands, such as through the example of advocating for fairtrade products. The chaplaincy provision is a celebrated aspect of the school with growing impact. Pupils enjoy collaborating with the lay chaplain to plan celebrations of the word, and being involved in informal opportunities for prayer, for instance, through the 'prayer chest' at lunchtimes.

Leaders are joyful and determined in pursuit of a lived Catholic life and mission. The headteacher gives the highest priority to ensuring high-quality provision, with every opportunity given to the pupils to understand the charism of the school. She ensures that there is active engagement with the diocese which leads to regular opportunities for staff development to be accessed. The lay chaplain's empathetic guidance for pupils enhances Catholic life and mission, as does her active engagement in both school and parish, strengthening the parish links. The governing body fulfils its responsibilities in prioritising Catholic life and mission through its established policies. Local governors take the wellbeing of the headteacher and staff seriously. School governance also benefits from the active support of the St Ralph Sherwin Catholic Multi-Academy Trust. Governor monitoring and evaluation of Catholic life and mission lack focus and self-challenge. Pupils play an active part in bringing about improvements. Parents value the school's ethos and its impact on their children's development: 'My children are encouraged to live out gospel values daily through kindness, prayer, compassion and service to others', as one parent commented.

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

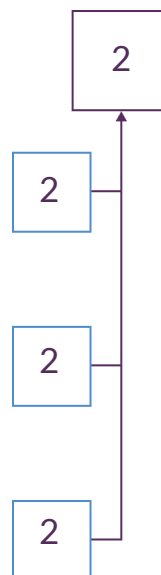
How well pupils achieve and enjoy their learning in religious education

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' knowledge, understanding and skills in religious education are developing well through their learning within the revised *Religious Education Directory* model curriculum. Pupils enjoy their lessons, learning about stories from scripture, comparing the past with the present day, asking questions and showing their work in different ways. They are fully engaged, enthusiastic, and collaborate very well with each other on learning tasks, able to discuss matters and give their opinions with confidence, knowing that they will be respected. Their behaviour in lessons is excellent. Pupils can work independently, and take the initiative in their learning when given the opportunity to do so, speaking with confidence about what they have learned in religious education. Recall of previous learning is good. When recalling stories from scripture readily, pupils also demonstrate good knowledge of the other world faiths that they have studied. They produce work of a good standard, with elements of creativity, and this is mostly presented well. Pupils know when they have been successful in their learning through praise and celebration of their work, but are less clear about how to improve.

Teachers' subject knowledge in religious education is good. They have taken to the new curriculum enthusiastically, conveying its importance effectively to pupils. Planning of lessons is thorough. Close adherence to the diocesan materials created to implement the *Religious Education Directory* model curriculum has enabled good standards to be developed consistently. Adaptation of these materials to fit the context of the school, with its mixed-age classes, and the needs of all groups of pupils, is at an early stage of development. This leads to some lack of challenge for the older pupils in a mixed-age class. There are examples of

effective questioning, combined with active learning, but there is an over-emphasis on teacher exposition that leads to opportunities lost for ongoing assessment, through the chances for pupils to demonstrate their understanding, and to reflect collaboratively. Teachers understand fully the impact of religious education on the moral and spiritual development of pupils. They provide pupils with opportunities to present their learning with creativity, using a variety of forms of expression.

Leaders and governors ensure that the religious education curriculum is a faithful expression of the *Religious Education Directory*. Timetabling meets the requirements of the Bishops' Conference, and religious education has core parity with other subjects. Its importance has been underlined by ensuring that responsibility for the subject stays within the staff of each of its federated schools, to protect the unique charism and identity, and to improve provision. Parents recognise and applaud the priority given to the subject: 'The school ensures that religious education is of the utmost importance', being a typical comment. Continuing professional development for staff has been very effective, with much time dedicated to many aspects, ensuring that all are supported fully. The religious education subject leader is energetic and passionate, and has a clear vision of the development of the curriculum, teaching and learning. Staff members appreciate her guidance greatly. Aspects of Catholic life and mission, and collective worship, are embedded into religious education lessons to enrich the provision, including a distinct focus on Catholic social teaching. Leaders, supported by the diocese and officers of the St Ralph Sherwin Catholic Multi-Academy Trust, have developed a clear and accurate view of the school's strengths and areas for development. Local governors' capacity to be involved has been limited.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

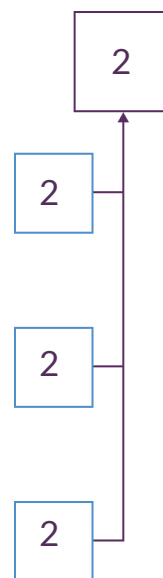
How well pupils participate in and respond to the school's collective worship

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 respond well to the experiences of prayer and liturgy provided by the school. They join in with well-known prayers confidently, show reverence and respect in moments of silence and sing hymns joyfully. They understand a variety of ways of praying and how this is influenced by the Church's liturgical year. Their collaborative planning and pupil ministry is good; they engage actively with each other to provide and lead celebrations of the word for their peers and the school as a whole. 'We can teach younger ones to live like Jesus', as one child said. Pupils understand the structure of a celebration and are increasingly creative in their approach. Their skills in writing prayers are well developed; they are comfortable sharing these. Pupils take part in evaluation of celebrations of the word regularly. They understand the importance of prayer in their relationship with God. Their comments on how opportunities for prayer have an impact on them are heart-felt and sincere. 'It calms me down', 'it helps me get closer to God', 'I've learned so much more, it's been so helpful to my life', are some examples. They are less certain in articulating how this influences the wider life of the school. They reflect on their experiences of prayer and liturgy readily.

Prayer is central to the life of the school for pupils and staff. They celebrate together throughout each week in a variety of ways, and opportunities are taken to pray several times a day. Pupils are able to engage in a range of ways of praying reflective of the life of the Church, thanks to the provision on offer. Scripture passages are well-chosen, reflecting the theme of gatherings, often focussed on the liturgical season, the 'word of the week' or a particular Catholic social teaching principle. Visio divina and guided meditation are recent enhancements to the range of prayer opportunities. Staff are good role models to pupils and

each other in their commitment and participation, having a positive impact on pupils' sense of respect and reverence. Voluntary opportunities, such as the Rosary club, prayer groups and lunchtime activities are well-devised to encourage pupil participation. Space is at a premium in this small school, but it is used thoughtfully and creatively through re-arrangement to provide a prayerful area of focus for each celebration, and the parish church is also visited frequently.

The school's policy for collective worship was recently revised. There is a well-devised progression of pupil skills document, but other guidance material, of use to staff, is not embedded in the policy. Leaders have a developed understanding of the different levels of skills that are appropriate for pupils, and the nurturing of these has been particularly effective in enabling pupils' engagement in ministering to each other. The *Annual Plan of Provision* has been developed to serve the needs of the school across the year, including regular celebration of the Eucharist. Themes for worship reference the Church's liturgical year, the diocesan ordo-nary 'word of the week', and the planned development of Catholic social teaching principles. Evaluation of collective worship is ongoing, seeking the views of pupils and staff as a reflection of their experience. The impact of the evaluation process on further improvement is under-developed. Local governors have limited capacity to be involved in planned monitoring of collective worship.

Continuing professional development and formation of staff have been very well presented. Leaders and the lay chaplain have been highly effective in facilitating others in their knowledge and leadership of prayer.

Information about the school

Full name of school	All Saints' Catholic Voluntary Academy
School unique reference number (URN)	146132
School DfE Number (LAESTAB)	8303504
Full postal address of the school	Church Street, Old Glossop, Glossop, SK13 7RJ
School phone number	01457 852756
Headteacher or Head of School	Grainne Beaumont
Chair of Governors	Nicholas Lawrence
School Website	www.assmfederation.srscmat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Ralph Sherwin CMAT
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	5 - 11
Gender of pupils	Mixed
Date of last denominational inspection	05 March 2019
Previous denominational inspection grade	Good

The Inspection Team

Alan Dewhurst	Lead
Tracy Lane	

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