



All Saints' Catholic Secondary School

URN: 140698

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

29 April 2026 – 30 April 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

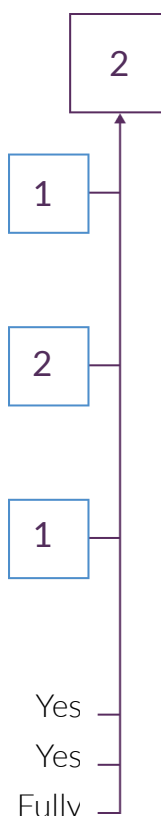
Collective worship (p.7)

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



Yes

Yes

Fully

What the school does well

- Leaders and governors are committed to the flourishing of every member of the school community through the mission statement, 'We shall serve'. They lead by example and provide an extensive programme of creative and high-quality opportunities for the spiritual and moral development of students and staff.
- School leaders place themselves at the centre of the wider Catholic community, with very strong links with the diocese, the parish and parents. This is strongly supported by the priests of the local parish, who are often present in the school and ensure that members of the school community are welcomed into the parish church.
- The chaplaincy team, comprising considerable numbers of students, is empowered to own their own spirituality, so that they contribute in a systematic way to both leadership and evaluation of prayer and liturgy, and Catholic life and mission.
- Teachers of religious education take seriously their responsibility to meaningfully make sense of students' experience of the world, so that students articulate clear links between religious education lessons and daily life.
- All members of the school community are invited to contribute their gifts to enhance prayer and liturgy. As a result, the school community enjoys a wide variety of well-constructed prayer and liturgy which reflect the unique gifts of participants and the riches of the Church.

What the school needs to improve

- Ensure that all teaching staff use a consistent policy and process of formal feedback so that students know what they need to do to make progress in their learning.
- Ensure consistent implementation of whole school routines and strategies for effective learning to meet the needs of all learners.

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

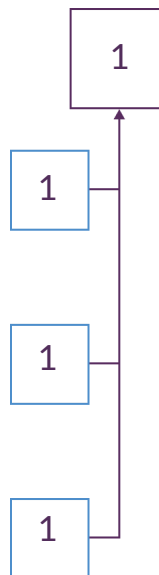
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Students at All Saints' enthusiastically demonstrate understanding of the mission statement, 'We shall serve', as exemplified by the house saints whose stories they confidently articulate. They explain their respect for the uniqueness and dignity of everyone, referring to 'imago Dei', emphasising an inclusivity where everyone is invited to participate. One member of the chaplaincy team confirmed this ethos: 'We all have an impact on each other'. Catholic social teaching is part of everyday life, though not always explicitly articulated. Students have a strong sense of responsibility for the common good, stewardship, and preferential option for the poor, regularly supporting Cafod, nominated house charities and the initiatives of the eco team. All students know that there are opportunities for them to put their faith into action, discovering the chaplaincy team through an 'enrichment fair'. This leads to high levels of engagement in student leadership, which is enabled by effective subdivision into teams including media, worship-planning, eco, fundraising, parish and evaluation. Students see the school and parishes as interconnected. They represent the school externally, such as at the Our Lady of Lourdes Catholic Multi-Academy Trust Synod, and on behalf of Cafod in Rome. Sixth Form students are exemplary role models, contributing extensively through service, leadership, and peer support.

The mission statement of service, and an awareness that Christ is at the heart of the school, is deeply embedded and highly effective. Over 96% of staff agree that the mission statement is both known and lived, one teacher commenting that 'compassion, empathy and integrity are embedded into daily school life'. Students from all faith traditions and none feel valued and supported within this ethos. Chaplaincy provision is a treasure of the school, acknowledged

by all. Lay chaplains display skill, creativity, and strategic vision, offering rich opportunities for students to share ownership of the Catholic life and mission of the school. A Catholic emphasis on pastoral care is exemplified by the outstanding provision within the St John Paul Centre, where the dignity and uniqueness of each student is honoured. Staff appreciate support through high-quality bespoke induction and ongoing formation, enabling them - regardless of faith background - to contribute meaningfully to the Catholic ethos. The considerable investment in formation underpins the consistency of practice across the school. The Catholic life of the school is evident, with abundant examples including examples of artwork from retreats and use of inspirational scripture. These show that the school lives out its mission as a matter of course.

Leaders and governors ensure that policies are led by gospel values, such as the behaviour policy which ensures re-integration through reconciliation. Leading by example, the headteacher is clear that a Catholic ethos is the result of teamwork. Commitment to leadership development is seen through professional development such as visioning days. School links with parents, parish and the diocese ensure that everyone is invited to experience Catholic life in its fullness. Students are committed to missionary discipleship as part of the bishop's plan, parish priests generously provide sacramental and chaplaincy support, and parents refer to regular communication through chaplaincy which ensures they are recognised as partners in Catholic education. One parent sums up the school's mission: 'You helped us when absolutely no one else would' - an embodiment of Catholic social teaching. Commitment to staff well-being is evident in policies and practices at every level. The local governing body provides high quality strategic leadership. Governors work alongside school leaders and have detailed knowledge and understanding of all diocesan requirements. They are generous with their time, regularly visiting the school and attending extra-ordinary meetings to develop their understanding. Self-evaluation is rigorous, involving all stakeholders.

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

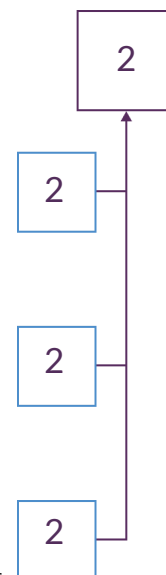
How well pupils achieve and enjoy their learning in religious education

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



Students demonstrate a good understanding of the key vocabulary and subject knowledge which is required by the *Religious Education Directory*. They use this knowledge to reflect spiritually and ethically on their lives and the world around them. Students find their lessons engaging and particularly appreciate the opportunity to share faith and experiences which make religious education relevant to them. As a result, behaviour is good in all lessons and students are willing to complete the tasks set. Many pupils produce good work and are encouraged to improve through the consistent use of modelling. However, examples are not always precise in their learning point, so this strategy is not always effective. Some tasks lack challenge, meaning that some students are not stretched. Students have an understanding of how well they are achieving, and how to improve, based on assessments and feedback in lessons, but this is not always precise. Although all students can refer to generic skills, they are not always confident in explaining how this applies to them. Recent whole school teaching initiatives, such as the 'All Saints' 8', have led to a sustained, improving trend in attainment, so that current outcomes are broadly in line with other core subjects.

All teachers of religious education effectively communicate the value of this subject to their students and have strong subject knowledge. They understand the central role religious education takes within the school's curriculum. A consistent lesson structure is evident in all lessons, so that students know what to expect and are prepared to learn. Departmental knowledge organisers and assessment frameworks assist knowledge and skill accumulation. The impact of teaching is inconsistent, because the 'All Saints' 8' teaching principles adopted in

lesson planning are not consistently implemented and embedded. Misunderstandings are not always identified and opportunities to adapt explanations and tasks to improve learning are sometimes missed. Questioning is not always challenging enough, and feedback following summative assessment, though appreciated by students, is not uniformly effective in moving learning forward. The spiritual and moral development of students, through thoughtful discussion in lessons, and appropriate tasks, is a strength of the department. Teachers provide pupils with a variety of stimuli and activities in lessons. There is ongoing development of these to ensure they optimise learning for all students. To complement the response strand of the *Religious Education Directory*, students benefit significantly from chapel lessons with the lay chaplains.

Leaders and governors value religious education, which has been resourced well in comparison to other core subjects. Considerable thought and expertise have been deployed to adapt to staffing challenges. As a result, religious education is a faithful expression of the *Religious Education Directory*, which is well planned by the curriculum leader. Enrichment opportunities, including workshops, external speakers, and faith-based initiatives, enhance students' experience and deepen their understanding of the importance of religious education and the relevance of Catholic social teaching. Supported by leaders and governors, the curriculum leader has a clear vision in the curriculum action plan, which strives to focus on students' needs. This is combined with good analysis of data. Regular self-evaluation is triangulated through the quality assurance schedule, skilled governor monitoring visits, and trust reviews. However, there are barriers to swift implementation and therefore impact. There is scope for greater strategic prioritisation, with a focus on consistent implementation of teaching strategies as identified in the whole school improvement plan. Professional development time is regular and planned. It is used collaboratively to ensure that subject knowledge is disseminated and skills are shared. Second subject teachers have been chosen to ensure a balance of subject knowledge and teaching skill. The opportunity to use this balance for bespoke professional development is not maximised.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

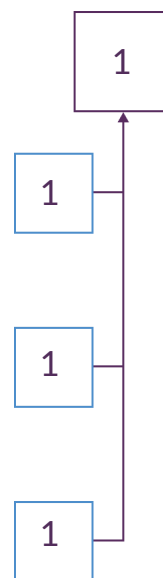
How well pupils participate in and respond to the school's collective worship

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



Prayer and liturgy are central to the life of the school, experienced meaningfully and contributed to by all members of the community. All students, regardless of faith background, appreciate the presence and regularity of prayerful opportunities. Whilst always providing an encounter with Christ through scripture, students of other faiths value the inclusive and invitational nature of provision, appreciating the space for silence, reflection, and personal response. The variety of prayer and coherent spiritual rhythm enable students to integrate their life experiences within a spiritual framework. Mission prayers, recited daily, were written by students as their mission response to the example of their saint. Collaborative planning, pupil leadership, and evaluation are very strong. Students work closely with lay chaplains to design and lead high-quality liturgical experiences, demonstrating ownership and commitment. Regular training from the lay chaplains equips staff and students to lead worship effectively. Systematic evaluation ensures continual refinement, with students able to articulate how worship can be improved and how it influences their attitudes and actions. Students reflect that prayer increases unity, respect for others, and a deepening relationship with God. Sixth formers describe prayer as a time for calm, reflection, and non-judgement. Another student affirms that prayer allows them to 'find the gift that God has given each one of us and put it to good use'.

Service in accordance with the life of Christ is at the core of this school, evident in the daily and weekly rhythm of prayer and liturgy, reminding everyone of Christ's call in scripture, and grounding them in the Catholic community. All gatherings include prayer. Staff are strongly committed, consistently modelling both how to pray and why. This understanding of impact

leads to meaningful experiences for all. Highly skilled and energetic lay chaplains empower students to plan, lead and evaluate prayer and liturgy. Well-chosen scripture passages link with creative reflection and mission actions so that prayer is accessible to all. Staff and students, such as the choir tutor group led by the head of the music department, enthusiastically share their talents to enhance prayer and liturgy. The chapel is vibrant and well-used, complemented by other spaces such as the drama hall, where visual and reflective elements enhance the experience of worship. While form room prayer spaces are established, there remains some scope for further development. Parents value opportunities to engage in prayerful events, and there is a clear commitment to developing this partnership further. Collaboration with parish clergy is highly effective, supporting sacramental provision and enabling students to participate actively in parish life through Masses, pilgrimages, and ministries.

Leaders and governors ensure that the comprehensive policy on prayer and liturgy is accessible to all staff. Lay chaplains are highly effective in facilitating others to plan and lead experiences of prayer and liturgy, which are of a consistently high quality. Excellent collaboration between governors, parishioners, staff and parish priests enables a significant overlap between school and parish when it comes to provision of sacraments, with regular opportunities to participate in Mass and the Sacrament of Reconciliation. The school works closely and in partnership with the parish Confirmation programme. A commitment to training is evidenced through participation in liturgical prayer training from the Our Lady of Lourdes Catholic Multi-Academy Trust. Staff overwhelmingly agree that they are provided with professional development opportunities which enhance their understanding of prayer and liturgy. Evaluation of the quality and impact of prayer and liturgy is embedded in the cycle of evaluation. Governors, staff and students are integral to this process, which is driven forward by the lay chaplains and the chaplaincy team. Governors, being part of both school and parish, act in both places as well-informed ambassadors for collaboration.

Information about the school

Full name of school	All Saints' Catholic Secondary School
School unique reference number (URN)	140698
School DfE Number (LAESTAB)	8914756
Full postal address of the school	Broomhill Lane, Mansfield, NG19 6BW
School phone number	01623 474700
Headteacher or Head of School	Carlo Cuomo
Chair of Governors	Alison Fawley
School Website	www.allsaints.notts.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of Lourdes CMAT
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 18
Gender of pupils	Mixed (Sixth Form: Mixed)
Date of last denominational inspection	21 January 2020
Previous denominational inspection grade	Good

The Inspection Team

Catherine Danaher Lead

Thomas Gillingham

Siobhan Kent

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