

# Inspection of All Saints Catholic High School

Roughwood Drive, Kirkby, Knowsley, Merseyside L33 8XF

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Inspection dates: 16 and 17 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

All pupils, including students in the sixth form, are greeted with a warm welcome and a friendly smile from their teachers when they arrive at All Saints Catholic High School. Leaders and teachers have high expectations of pupils' academic achievement. Pupils and students live up to these high expectations.

Pupils enjoy coming to school. They feel safe and happy. They know that they can approach staff for help if they need it. Pupils told inspectors that staff deal with any instances of bullying quickly if they should occur.

Leaders expect pupils to behave well. Pupils behave very well in lessons. Learning is rarely interrupted. Pupils also move sensibly around the school and socialise well at break times and lunchtimes. There is a calm atmosphere, which promotes positive learning and behaviour.

Pupils benefit from a good-quality education. They progress well through the curriculum. This includes those pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils are well prepared for their future lives.

Pupils access a wide range of extra-curricular provision. This includes the Duke of Edinburgh's Award, sporting activities and drama clubs. Pupils also volunteer to take part in charity events or act as junior leaders and role models to other pupils.

## **What does the school do well and what does it need to do better?**

Leaders, including governors, have successfully improved the quality of education that pupils receive at All Saints Catholic High School. Governors skilfully hold leaders to account. Leaders and governors have worked well with subject leaders to develop a high-quality curriculum across all key stages. Leaders have taken care to match the curriculum content to the needs of pupils and students in the sixth form.

Leaders have strengthened the curriculum for pupils in Years 7 to 11. In almost all subjects, the curriculum is broad, ambitious and well planned. In a small number of subjects, leaders are still in the process of fine-tuning their curriculum plans further. This is so that pupils' achievement continues to improve in these subjects. Even so, pupils achieve well in all year groups, and students in the sixth form progress well through their chosen curriculum pathways.

Overall, curriculum plans, including those in the sixth form, are well thought out. Leaders have ensured that the curriculum builds up pupils' knowledge in different subjects in a logical way. In discussions with pupils about their work, it was clear to inspectors that pupils are knowing more and remembering more of topics and concepts across a range of subjects.

Across the school, including the sixth form, teachers deliver leaders' curriculum plans effectively. Most teachers have good subject knowledge. There are systems in place to support less experienced teachers whose subject knowledge is still developing. Teachers explain new topics clearly to their pupils and students.

Teachers regularly check how well pupils and students are learning. They are skilful in identifying misconceptions. Teachers ensure that they adapt their curriculum plans to address any misunderstandings. Teachers provide pupils, including students in the sixth form, with appropriate ongoing feedback, which helps them to deepen their knowledge and understanding.

The curriculum is equally ambitious for pupils and students with SEND. Leaders have effective processes in place to identify the specific needs of pupils and students with SEND. Most pupils with SEND achieve well. However, the support that they get from teachers and teaching assistants is, at times, not as effective as it could be. As a result, some pupils with SEND do not achieve as highly as they could.

Teachers have established that some pupils have fallen behind in their reading due to the impact of the COVID-19 pandemic. This sometimes stops them from getting the most out of their lessons. Leaders have put in place a variety of strategies to help pupils to catch up quickly, including the employment of a specialist teacher. However, some pupils' general reading knowledge, including their ability to read subject-specific texts with confidence, is not as strong as it should be.

Behaviour in lessons and during social times is strong. Senior leaders are quick to intervene when pupils misbehave. The number of exclusions from school, and the use of the internal exclusion room, have fallen steadily over time. Leaders ensure that pupils attend school regularly.

Staff support pupils' wider development effectively. The personal, social, health and economic education curriculum is well planned and delivered sensitively and effectively. Many pupils, including students in the sixth form, participate in a wide range of extra-curricular clubs and activities.

Leaders provide a high-quality careers education, advice and guidance programme. Many students in the sixth form benefit from well-planned courses that are linked to apprenticeships and career pathways in the health, social care, sports and protective services sectors.

Staff are happy. Leaders take account of staff's workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture across the school, including in the sixth form. Leaders provide relevant safeguarding training to all staff. As a result, they are able

to spot the signs that pupils may need additional support. Leaders know their pupils and their circumstances very well. Leaders work closely with outside agencies to ensure that pupils and their families receive support in a timely manner.

Staff are knowledgeable about the risks that pupils may encounter in the local area. Pupils are knowledgeable about the potential dangers they might encounter outside school because of a well-designed personal safety programme.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some teachers and teaching assistants are not as confident as they could be in adapting the delivery of the curriculum for pupils with SEND. On occasions, some of these pupils do not achieve as highly as they could. Leaders should provide ongoing training and support so that all staff become skilled in how to implement the curriculum even more successfully for pupils with SEND.
- Some pupils do not have the knowledge and skills to read as fluently as they should. This sometimes hinders how well they access subject-specific content across the curriculum. Leaders need to ensure that these pupils catch up quickly so that they become confident and fluent readers.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	135479
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10209697
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1070
<b>Of which, number on roll in the sixth form</b>	87
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	John Thornhill
<b>Headteacher</b>	Tony McGuinness
<b>Website</b>	<a href="http://allsaintschs.org.uk">allsaintschs.org.uk</a>
<b>Date of previous inspection</b>	5 March 2021, under section 8 of the Education Act 2005

## Information about this school

- The Archdiocese of Liverpool carried out the last section 48 inspection in December 2015.
- The school uses three alternative providers for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The sixth form offers a small number of courses, including art and design, and vocational courses in business, health and social care, and sport.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders. The lead inspector met with representatives of the local authority. The lead inspector also met with representatives of the Archdiocese of Liverpool.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked the pupils how they keep themselves safe and what to do if they have concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's online questionnaire for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's online questionnaire for pupils.
- Inspectors considered the views of the parents who completed Parent View, Ofsted's online survey for parents. This included the free-text responses.
- Inspectors carried deep dives in English, mathematics, geography, art and design and history. Inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and looked at pupils' work from some other subjects.

## Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Christine Veitch	Ofsted Inspector
Lindy Griffiths	Ofsted Inspector
Jean Tarry	Ofsted Inspector

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