

# Inspection of All Hallows Catholic High School

Crabtree Avenue, Penwortham, Preston, Lancashire PR1 0LN

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Inspection dates: 8 and 9 February 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness

**Outstanding**

Previous inspection grade

Outstanding

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

At All Hallows Catholic High School, pupils are the strongest advocates of their happy and successful community. They are confident, respectful and eager to learn.

The curriculum reflects the high aspirations that leaders have for all pupils to grow and develop as young people. It is thoughtfully designed to match pupils' interests and needs. Pupils are exceptionally well prepared for their future. They thrive in their learning and they achieve very highly.

Pupils said that their school was a place of safety, where they are accepted, and they can be themselves. Pupils share the high expectations that staff have of them and are active in upholding the school ethos. Pupils are extremely well behaved and supportive of each other. Leaders deal effectively with any bullying should it occur.

There is a strong culture of tolerance and inclusion. Pupils' learning is enriched by a wide range of extra-curricular experiences that extend beyond the academic curriculum. For example, pupils take part in regular retreats where they complete team-building activities. This provides them with the opportunity to reflect spiritually and explore themes of morality, such as service to others and society.

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

Leaders and teachers are relentlessly ambitious for all pupils. The curriculum is thoughtfully planned and structured so that pupils learn a wide breadth and balance of essential knowledge, in a range of subjects, at key stage 3. This ensures that pupils can build effectively on a depth of prior knowledge and understanding when studying for examinations. An increasing number of pupils are choosing to take the English Baccalaureate suite of subjects. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve exceptionally well in the full range of subjects that they choose to pursue at key stage 4 and beyond.

In each subject area, curriculum leaders think deeply and collaboratively about the concepts that they want pupils to learn. Important knowledge is carefully ordered and revisited. Teachers check pupils' understanding purposefully. They skilfully identify and address any misconceptions or gaps in pupils' learning. This allows pupils to build up a detailed understanding both within and across subject areas.

Leaders and teachers have extremely high expectations for pupils with SEND. Strong transition arrangements and regular training help staff to quickly identify and address the needs of pupils with SEND. Teachers know pupils as individuals and are adept at adapting the delivery of the curriculum to meet their needs. This ensures that pupils with SEND engage enthusiastically and achieve highly in their learning. They are well supported to access the same ambitious curriculum as their peers.

Reading is prioritised across the school. In lessons, teachers focus on the use of reading strategies and subject-specific, ambitious vocabulary, which pupils understand and use with confidence. Leaders encourage pupils to read for pleasure, for example in form times, through competitions and reward schemes. Older pupils engage in paired reading with their younger peers. This helps them to read widely and fluently. Leaders identify and help pupils who have gaps in their reading knowledge, including the use of phonics when needed.

Around the school site, pupils are polite and courteous. In lessons, teachers can focus on delivering the curriculum without disruption. Pupils display mature attitudes. They aspire to achieve highly. They take interest and pride in their own learning.

All pupils, including those who are disadvantaged and pupils with SEND, benefit from the extensive range of experiences that leaders have designed to enrich their wider development. Through the curriculum, pupils learn about how to keep themselves safe. For example they learn about online safety and age-appropriate sex and relationships advice. Pupils value the opportunities to debate and discuss complex and relevant topics. This helps them to explore and understand issues and risks that young people face in modern Britain. Pupils play an active role in their school and local community by engaging in faith projects and taking on leadership responsibilities. This helps them to build confidence and develop their character.

Pupils are ambitious about their future. A tailored programme of careers information, education, advice and guidance is highly bespoke to pupils' needs. As a result, pupils are fully prepared for their next steps.

Governors and leaders are highly reflective and proactive. They continually seek ways to improve pupils' well-being and the quality of education. Governors provide perceptive support and challenge for leaders. Staff are immensely proud to work at the school. They feel supported with their workload and well-being. All staff share leaders' and governors' passion to strive for improvement in the interests of pupils and to continually develop the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders manage safeguarding concerns robustly. They are swift to identify pupils who may be at risk of harm. Staff regularly receive appropriate training. Policies and practices are effective. There is a strong culture of vigilance.

Leaders know pupils and families well. They make timely referrals to external agencies when needed. This ensures that tailored support is provided to help vulnerable pupils access the support they need. In addition, leaders ensure that all pupils can access early help in school, for example, from their own professional counsellor. Pupils say that they feel safe. They know there are trusted adults they can turn to if they need help.

## 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.

## 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>	119802
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10267986
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	893
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lisa Kitto
<b>Headteacher</b>	Alison Cooper
<b>Website</b>	<a href="http://www.allhallows.lancs.sch.uk">http://www.allhallows.lancs.sch.uk</a>
<b>Dates of previous inspection</b>	19 and 20 June 2013, under section 5 of the Education Act 2005

## Information about this school

- This Catholic school is in the Archdiocese of Liverpool. The school's most recent section 48 inspection, for schools of a religious character, was in March 2018.
- Since the previous inspection, a new headteacher and a new chair of governors have been appointed.
- School leaders make use of registered providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with representatives of the governing body. She also spoke to the chair of the governing body on the telephone.
- The lead inspector gathered the views of a representative from the local authority.
- Inspectors carried out deep dives in English, mathematics, science, history, modern foreign languages, and design and technology. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also spoke with other subject leaders about the curriculum in other subjects.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke to some parents on the telephone during the inspection.
- Inspectors spoke to a range of staff to discuss the support that they receive from leaders.
- Inspectors spoke with some pupils about school life. Inspectors observed pupils' behaviour and spoke to pupils at social times.
- Inspectors viewed a range of documents about safeguarding and spoke with staff to understand how they keep children safe. An inspector checked the arrangements for those pupils who attend alternative provision.

## Inspection team

Amanda Downing, lead inspector	His Majesty's Inspector
Chris Meldrum	Ofsted Inspector
Katy Robinson	Ofsted Inspector
Chris Beard	Ofsted Inspector
Sarah Mitchell	Ofsted Inspector

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