



All Hallows

Catholic High School

AN OUTSTANDING SCHOOL



“Growing together
in the spirit of Christ’s love”

**“Pupils are
extremely well
behaved and
supportive of each
other”**

OFSTED 2023



Welcome to All Hallows Catholic High School

Since its opening in 1975, All Hallows Catholic High School has provided an excellent Catholic education for thousands of young people. We work very hard to provide a secure environment in which our young people can flourish. We want the pupils in our care to be considerate, happy and successful. We believe that a major strength of our school is in the positive relationships within our Catholic community. We work very closely with our partner primary schools to ensure smooth transition to high school. We consider it very important that we get to know the families of our pupils so that we can work together for the benefit of the children in our care.

Our **“Mission Statement”** shows our commitment to developing all aspects of those children. We are determined to maintain the consistently high academic standards that have been achieved at All Hallows over many years. We are equally determined to provide a high quality extra-curricular programme so that children can be educated in the fullest sense.

Our most recent OFSTED Inspection, in February 2023, judged us to be **“Outstanding”** in every category and our Section 48 Inspection of the religious life of the school, in July 2018, came to the same conclusions. These results built on the 2013 Inspections when we were also judged **“Outstanding”**. Our goal is to maintain and improve these very high standards, to the benefit of the pupils in our care. The last three Section 48 Inspections of the Religious life of our school have all judged us to be **“Outstanding”**. The most recent of those, in 2018, awarded us **“Outstanding”** judgements in all nine categories.

It would be a privilege for us to work closely with you to benefit your children, so that by the time they leave All Hallows they are well prepared to take their place in our multicultural society.

Over the next few pages we hope that you will get a flavour of our school but if you would like to come and see for yourself what we have to offer, please contact me in order for us to arrange to show you around the school.

Mrs A Cooper
Headteacher



Ofsted
Outstanding
Provider

Welcome



**“Growing together
in the spirit of Christ’s love”**



“Chaplaincy provision is exemplary”

Section 48 Inspection
March 2018

“All Hallows is outstanding in its provision of Catholic Education”

Section 48 Inspection
March 2018

A Catholic School

At All Hallows, we aim to reflect the Christian values proclaimed in the Gospel. We want the children who come to All Hallows to enjoy their five years with us.

We want them to grow morally, intellectually and spiritually and to leave us as young people, equipped to take their place in society. In order to do this we want them to achieve the very best that they are capable of in all areas of school life. We make it very clear to them when they enter the school that the relationships that they have between themselves and the adults with whom they are working are the corner stone of any success we might have. Our aim to create a community based on Christian values is always at the forefront of our work with the children. Our Mission statement reflects the beliefs and values we consider to be at the heart of our school.

“Pupils’ learning is enriched by a wide range of extra-curricular experiences that extend beyond the academic curriculum”

OFSTED 2023



**“Growing together
in the spirit of Christ’s love”**





“Pupils said that their school is a place of safety where they are accepted and can be themselves”

OFSTED 2023

Growing At All Hallows we believe in the growth and development of all in our school community. We aim to nurture the potential of our students so that they can find their vocation and take their places as responsible members of our communities and society.

Together All Hallows is not a community in isolation. We work in partnership with parents and parishes for the education and formation of the young people in our care. We acknowledge every member to be equal in the eyes of God and we actively promote good relationships based on mutual respect and understanding.

Growing together in the spirit of Christ's love

In the Spirit of Our aim is to provide a friendly, safe, and supportive environment where everyone feels valued and affirmed. All Hallows is a school where all students enjoy an excellent standard of teaching, access to a broad and balanced curriculum and the guidance needed to ensure success. Our ethos is one where excellence is promoted and achievement is celebrated.

Christ's Love All Hallows exists as a distinct community because we have Christ at our centre. We aim to assist in making Jesus Christ and the teachings of the Catholic Church known to all people. His teaching and example are the basis for our daily lives, relationships and future hopes. We strive to live by and understand the values of the Gospel.



“The quality of Collective Worship provided by the school is exemplary”

Section 48 Inspection
March 2018

“The Mission Statement is concise in expression and massive in action”

Section 48 Inspection
March 2018



**“Growing together
in the spirit of Christ's love”**



In February 2023 OFSTED judged the school to be **“Outstanding”** in all four key areas.

The Achievement of Pupils was deemed to be outstanding in all areas: **“All groups of students in all subjects make outstanding progress throughout the school”** OFSTED 2023. We were delighted that OFSTED recognised the hard work that is in place at All Hallows to enable all pupils of all abilities to prosper.

The Quality of Education at All Hallows was deemed to be outstanding: **“In each subject area, curriculum leaders think deeply and collaboratively about the concepts that they want pupils to learn”**. The quality of teaching and learning is always a key focus for us as teachers at All Hallows and our staff are determined to do their very best for all of our pupils.

The Behaviour and Attitudes of pupils were judged to be outstanding. **“Pupils said their school was a place of safety, where they are accepted, and they can be themselves. Pupils show 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”**. We are very proud of our pupils, who are tremendous ambassadors for our school and we work very hard to foster excellent relationships within our community.

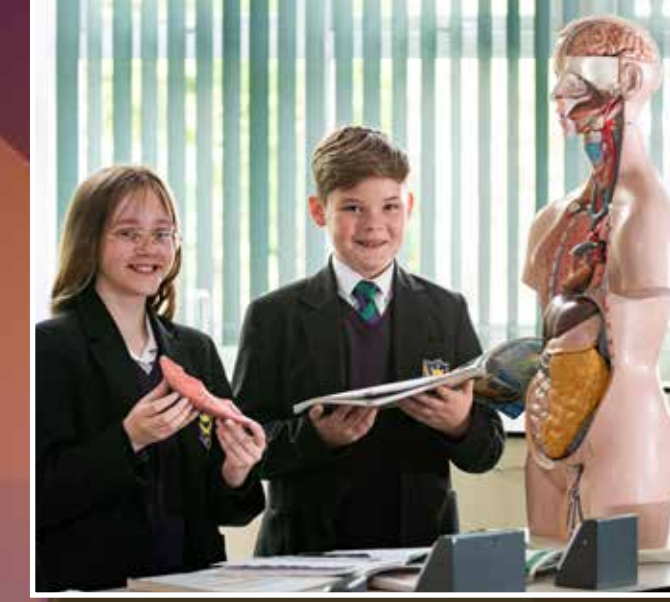
Personal Development was also judged to be outstanding and the report highlighted that **“pupils are provided with the opportunity to reflect spiritually and explore themes of morality, such as service to others and society”** OFSTED 2023.

Leadership and Management was again judged to be outstanding with recognition that **“Governor’s and leaders are highly reflective and proactive. They continually seek way to improve pupil’s wellbeing and the quality of education”** OFSTED 2023. The school is absolutely determined to build on its successes and to continue to improve standards at all times



“Pupils are extremely proud to belong to All Hallows because it is a community dedicated to their needs and potential”

Section 48 Inspection
March 2018



“Teachers know pupils as individuals and are adept at adapting the delivery of the curriculum to meet their needs”

OFSTED 2023

“Leaders and teachers have extremely high expectations for pupils with SEND”

OFSTED 2023

An Outstanding School



“Growing together in the spirit of Christ’s love”



All Hallows has an enviable reputation, both locally and nationally, as a high achieving school. The school received OFSTED judgements of Outstanding in its last three Inspections in 2007, 2013 and 2023.. We also received Outstanding judgements from the three most recent Section 48 Inspections of the Religious Life of the school in 2007, 2013 and 2018.

Academic results have been outstanding over many years, well above both the national average and the average for other Lancashire schools.

Pupil progress is assessed regularly throughout the school year and the results are closely monitored by senior staff.

“Leaders and teachers are relentlessly ambitious for all pupils”

OFSTED 2023

Parents are kept well informed of their child’s progress by a series of formal reports throughout the school year. Every term, parents will receive written feedback, either in the form of interim reports, which monitor the children’s current level of performance against their targets, or by the annual school report in which teaching staff comment on progress made throughout the year. There is also an annual Parents’ Evening for all year groups and parents are encouraged to contact school if they have any concerns about issues relating to pupil progress.

“Pupils said that their school is a place of safety where they are accepted and can be themselves”

OFSTED 2023

A Successful School



**“Growing together
in the spirit of Christ’s love”**

All Hallows
Catholic High School

AN OUTSTANDING SCHOOL



“Pupils are the strongest advocates of their happy and successful community. They are confident, respectful and eager to learn”

OFSTED 2023

“Leaders and Governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school”

Section 48 Inspection
March 2018



All Hallows

Catholic High School

AN OUTSTANDING SCHOOL

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Crabtree Avenue • Penwortham • Preston • Lancashire

T: 01772 746121
E: enquiries@allhallows.lancs.sch.uk
W: www.allhallows.lancs.sch.uk

additional
information 2025-2026

2025
2026

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All Hallows
Catholic High School

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School Details

All Hallows Catholic High School | Crabtree Avenue
Penwortham | Preston | PR1 0LN

Telephone: 01772 746121
Email: enquiries@allhallows.lancs.sch.uk
Website: www.allhallows.lancs.sch.uk



TYPE OF SCHOOL

All Hallows Catholic High School is an
11-16 mixed comprehensive school
of 900 pupils



**“This is an
Outstanding school”**

OFSTED 2023

Governors of the School 2025/2026

Foundation Governors

Mrs L Kitto (Chair)
Mrs K Armstrong
Rev Fr M Barratt
Mrs E Clare
Mrs J Ebdon
Mrs P Jackson

Representative Governors

Mrs C Neville

Parent Governors

Mr A Lloyd
Mr R Wildig

Staff Governor

Mrs J Caw

Clerk to the Governors

Mrs H Parkinson

Headteacher

Mrs A Cooper

**“Relationships
are at the
heart of this
school at all
levels”**

Catholic Schools
Inspectorate
January 2025

All Hallows School Code

Our school is a Christian community in which we all have an important part to play and to which we can all contribute in a variety of ways. High standards of work, behaviour and dress enable us all to be proud of our school. All people in the school should expect to give and receive respect.

Respect can be gained by:

- treating others with respect;
- behaving in an acceptable way;
- working to the best of our ability;
- co-operating with others;
- dressing in an appropriate manner;
- treating property with respect;
- treating ourselves with respect.



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Classroom Code

**Pupils have the right to learn and teachers
have the right to teach**

1. Line up quietly and enter the classroom in an orderly manner
2. Stand behind your chair to greet your teacher
3. Sit in class according to your teacher’s seating plan and do not move from your seat without permission
4. Wear your uniform correctly
5. Once the teacher has greeted you, take out your books, pens and equipment
6. Register in silence
7. Concentrate fully in class and listen carefully when the teacher or another pupil is speaking
8. Put your hand up and wait, when you wish to ask a question
9. Take care of your work and do the best you can
10. When you are dismissed at the end of the lesson, leave the classroom in an orderly manner. Move quietly to your next lesson

We ask all pupils in our school to follow our classroom code. This code is displayed in all classrooms and we hope that all parents will support us in reinforcing these crucial points with their children.

**Please read these carefully, get to know them
and follow the key messages:**

- **ORDERLY**
- **UNIFORM**
- **EQUIPMENT**
- **LISTEN**
- **THE BEST YOU CAN**



School Staff

2025/2026

Senior Leadership Team

Mrs A Cooper BSc	Headteacher
Mrs M Rishton MA BA	Deputy Headteacher
Mr A Clitheroe MA BSc	Assistant Headteacher
Mr D Finch BA	Assistant Headteacher
Mr C Thomas BEng	Assistant Headteacher
Mrs J Washington BA	Assistant Headteacher

Heads of Year

Mrs A Hall BA	Head of Year 7/ English
Mrs M Hodgson BA	Head of Year 8/English
Mr C McCabe BA	Head of Year 9/Religious Education
Mrs S Walsh BSc	Head of Year 10/ Mathematics
Miss H Cooper BA	Head of Year 11/ English

Heads of Departments

Mr S Bignell BA	Art
Mr R Briscoe BSc	Mathematics
Mr D Burbidge BA	RE
Mr P Carr BSc	Computing
Mrs L Colclough BA	Music/Drama
Miss G Conlon BSc	Science
Mr S Henderson BA MA	English
Mr J Hennigan BA	Modern Foreign Languages
Mr L Jenkins BA	History
Miss K Johnston BA	SENDCO
Mr D Jousiffe BSc	Technology
Mrs A McDonnell BSc	Geography/ Numeracy Co-ordinator
Mr D Tynan BSc	Physical Education

Seconds in Departments

Mrs E Cairns BA MA	English
Mrs J Caw BA MA	Technology/STEM
Mrs M Donohoe BA	Religious Education
Mrs N Grierson BA	Modern Languages
Mrs R Preston BSc	Physical Education
Mr C Ringrose BSc	Science
Mrs M Salisbury BSc	Mathematics

Teaching Staff

Mrs H Ames	Personal Development
Miss N Branson BSC	Computing & Design Technology
Mr M Bond	Cover Supervisor
Mrs K Burbidge	Personal Development
Mrs E Burns BSc MBA	Science
Miss G Chambers BA	Art
Miss A Consiglio BA	English/EVC
Miss T Dasu BA	Technology
Mr D Derbyshire BSc	Science
Mr M Duffy BA	Religious Education
Mr A Eastham BSc	Physical Education
Mr L Gilchrist BSc	Personal Development/ICT
Miss B Goodwin BA	Physical Education
Miss A Grimshaw BA	Religious Education
Mr T Hallsworth BSc	Science
Mrs E Holt-Rogers BSc	Science
Miss A Hunkin BA	Mathematics
Mr S Illingworth BA	History
Mrs J Melling BA	Physical Education
Mrs N Noad BA	Modern Languages
Mrs J O'Brien BSc	Mathematics
Mrs K Ormerod BSc	Mathematics
Mrs D Pardon-Gallagher BA	Modern Languages
Mrs L Posner BA	Performing Arts/ Physical Education
Miss S Poston BA	English/Literacy Co-ordinator
Mr I Sanderson BA	Physical Education
Mrs B Shilton Dipl.über	Modern Languages
Miss L Shirley BSc	Science
Mrs M Sykes BA	History
Mr M Walker BA	Geography
Mr P Woolfenden BSc	Mathematics

Pastoral Support

Miss S Melia	Pastoral Support Assistant
Miss R Taylor	Pastoral Support Assistant

Attendance Officer

Mrs J Rainford	Attendance Officer
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Careers Advisor

Mrs P Ayrton-Parker	Careers Advisor
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Teaching Assistants

Mrs S Griffin
Mrs L Stacey
Mrs L Stewart

Clerical and Technical Staff

Mrs L Topping	Operations Manager
Mrs K Butterworth	Finance Assistant
Ms L Horton	Office Manager
Mrs J Gohil	Clerical Assistant
Mrs C Kennedy	Clerical Assistant
Mrs K Manning	Clerical Assistant
Mr L Burgess	ICT Technician
Mrs A Blackledge	Specialist Technician
Mr P Langley	Technology Technician
Mrs M Simm	Senior Science Technician
Mrs M Nicholson	Exams Officer/Data Manager



Site Supervisors

Mr G Sullivan	Site Manager
Mr B Parr	Site Supervisor

Cleaners

Ms J Bentley	Mrs J Roberts
Mrs J Buckle	Mr M Sargent
Mr M Buckle	Miss N Stone
Mrs A Cunningham	Mrs J Wales
Miss J Fish	Mrs E Wojda

Kitchen Supervisors

Miss H Rigby	Assistant Catering Manager
Mrs E Cooper	Catering Assistant
Miss K Mills	Catering Assistant
Mrs F Norris	Catering Assistant
Mrs E Ralphson	Catering Assistant
Mrs N Riding	Catering Assistant

“Growing together
in the spirit of Christ’s love”



“Teachers
know pupils
as individuals
and are adept
at adapting
the delivery of
the curriculum
to meet their
needs”

OFSTED 2023





Admission Policy and Arrangements for 2026-2027

All Hallows Catholic High School is a Catholic School under the trusteeship of the Archdiocese of Liverpool. Its purpose is to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for, and be admitted to a place at the school, in accordance with these admission arrangements.

The governing body is the admission authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The admission authority has set the school's Published Admissions Number ("PAN") at 178 pupils to year 7 in the school year which begins in September 2026.

The admission authority will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's PAN.

Pupils with an Education, Health and Care Plan (see note 1)
The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other children.

- Oversubscription Criteria**
Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.
1. Looked after children and previously looked after children.
 2. Catholic children who are resident in the parishes of St Oswald's, Longton; St Teresa's Penwortham; St Mary Magdalen's, Penwortham; Our Lady & St Gerard's Lostock Hall and Our Lady's Tarleton. (see notes 3&11)
 3. Other Catholic children. (see note 3)
 4. Children attending one of the following Catholic Partner Primary Schools in the parishes or former parishes named in criterion 2 above:
Our Lady & St Gerard's, Lostock Hall St Oswald's, Longton
St Mary Magdalen's St Teresa's, Penwortham
 5. Catechumens and members of an Eastern Christian Church not in full communion with Rome. (see notes 4&5)
 6. Children of other Christian Ecclesial Communities whose membership is evidenced by a minister of religion. (see note 6)
 7. Children of other faiths whose membership is evidenced by a religious leader. (see note 7)
 8. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order.

(i) Where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can most appropriately be met at this school, the application will be placed at the top of the category in which the application is made. (see note 10)

(ii) The attendance of a brother or sister at the school (not including the Sixth Form where there is one) at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (i) above (see note 8).

Tie Break
The distance criterion will be used as the tie breaker if there is oversubscription within any of the admission criteria; it is a straight line (radial) measure. If the Governing Body is unable to distinguish between applicants using the published criteria (e.g. siblings, those living the same distance from home to school, or families residing in the same block of flats) places will be offered via a random draw. The distance measure is a straight-line measurement (radial) between the applicant's home address points and the address point of the school (co-ordinates provided by ordnance survey data).

Application Procedures and Timetable
To apply for a place at this school in the normal admission round, you must complete a Common Application Form available from the local authority in which you live. You are also requested to complete the Supplementary Information Form attached to this policy if you wish to apply under oversubscription criteria 2 to 3 or 5 to 8. The Supplementary Information Form should be returned to admissions@allhallows.lancs.sch.uk by 31st October 2025.
You will be advised of the outcome of your application on 1st March 2026 or the next working day by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.
If you do not provide the information required in the SIF and return it by the closing date, together with all supporting documentation, your child may not be placed in criteria 1 to 3 or 5 to 7, and this may affect your child's chance of being offered a place.
All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 31st October 2025.

Late Applications
Applications for school places which are received late will not necessarily be dealt with at the same time as those received by the set deadline. The reasons for a late application may be requested and where these are not exceptional the relevant admission criteria will be initially applied to all others received on time. The late application will be dealt with after this process. Application forms received after the published closing date, will only be considered at that time if the following conditions apply:
(a) Application forms received after the published closing date, will only be considered at that time if the following conditions apply:
(b) there are extenuating circumstances justifying a late application.
These may include:
(a) parents moving into the County after the closing date;
(b) parent/carer illness which required hospitalisation for the major part of the period between the publication of the composite prospectus and the closing date for applications.

Admission of Children outside their Normal Age Group
A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to The Headteacher, All Hallows Catholic High School, Crabtree Avenue, Penwortham, Preston, PR1 0LN at the same time as the admission application is made. The admission authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the school, the admission authority will take into account the views of the parents and of appropriate medical and education professionals, including relevant Department for Education, as appropriate.

Waiting Lists
In addition to their right of appeal, unsuccessful applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until Friday 17th July 2026.
Inclusion in the school's waiting list does not mean that a place will eventually become available.

In-Year Applications
An application can be made for a place for a child at any time outside the normal admission¹ round and the child will be admitted where there are available places. Application should be made to **All Hallows Catholic High School at admissions@allhallows.lancs.sch.uk**
Or visit our website at <https://www.allhallows.lancs.sch.uk/>

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, the child will be added to the waiting list (see above).
You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

Fair Access Protocol
The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the admission authority is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The admission authority has this power, even when admitting the child would mean exceeding the PAN.

- Notes (these notes form part of the oversubscription criteria)**
1. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
 2. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989 and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making an application to the school.
A 'previously looked after child' is a child who was looked after but ceased to be so because he or she was adopted or became subject to a child arrangements order or special guardianship order. Included in this definition are those children who appear (to the admission authority) to have been in state care outside of England and who ceased to be in state care as a result of being adopted.
 3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child living with a family where at least one of the parents is Catholic.
For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
 4. 'catechumen' means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.
 5. 'Eastern Christian Church' not in full communion with Rome includes Orthodox Churches and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.
 6. 'children of other Christian Ecclesial Communities' means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is His body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.
All members of Churches Together in England and CYTUN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis. A Certificate of Baptism or equivalent would be required.
 7. "children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian Ecclesial Communities' at 6 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:
 - A religion which involves belief in more than one God, and
 - A religion which does not involve belief in a God.Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.
 8. 'brother or sister' includes all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
 9. A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.
 10. To demonstrate an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the admission authority will require compelling written evidence from an appropriate professional, such as a social worker, doctor or priest. (Please see Guidance Handbook for further information).
 11. For the purposes of this policy, parish boundaries can be confirmed on an individual basis from the School Office.
 12. A child's "home address" refers to the address where the child usually lives with a parent or carer and will be the address provided in the Common Application Form ("CAF"). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.

Lunchtimes

There are three alternatives open to the pupils for the **LUNCH BREAK** –

- (a) A school meal purchased from the a la carte cafeteria and eaten in the dining room.
- (b) A packed lunch to be eaten in the dining room. For reasons of safety and also to help overcome problems of litter, pupils may not bring drinks in glass bottles or cans, nor are crisp packets allowed. This policy is also in line with our standing as a 'Healthy School'.
- (c) A meal provided at home for which the pupil can return home. For reasons of safety and good order only those pupils who are actually going home for lunch are permitted to leave the school premises at lunchtime. Pupils are not allowed to leave the premises to purchase food items outside. Parents must make arrangements with the appropriate Head of Year if a pupil is to return home at lunchtime.

Holiday Pattern 2026/2027



AUTUMN TERM 2026

INSET Day (staff only):	Tuesday 1st September 2026
School opens:	Wednesday 2nd September 2026
Half term:	
Close:	
Reopen:	Friday 23rd October 2026, 3:05pm
INSET Day (staff only):	Monday 2nd November 2026
Closed for Christmas:	Monday 30th November 2026 Tuesday 22nd December 2026, 1:30pm

SPRING TERM 2027

School opens:	Wednesday 6th January 2027
Half term:	
Close:	Friday 12th February 2027, 3:05pm
Reopen:	Monday 22nd February 2027
Closed for Easter:	Thursday 25th March 2027, 1:30pm

SUMMER TERM 2027

School opens:	Monday 12th April 2027
School Closed for Bank Holiday	Monday 3rd May 2027
Half term:	
Close:	Friday 28th May 2027, 3:05pm
Reopen:	Monday 7th June 2027
Closed for Summer:	Friday 16th July 2027, 1:30pm
INSET Day (staff only):	Monday 19th-Wednesday 21st July 2027

School Routine

“Growing together in the spirit of Christ’s love”

All pupils will study for 30 lessons per week. Every lesson will last for 50 minutes and the school day will be organised as follows:

THE SCHOOL DAY

8.30 a.m.	Pupils move to forms
8.35 a.m.	Pastoral time or assembly
9.00 a.m.	Lesson 1
9.50 a.m.	Lesson 2
10.40 – 10.55 a.m.	BREAK
10.55 a.m.	Lesson 3
11.45 a.m.	Lesson 4
12.35 p.m. – 1.25 p.m.	LUNCH
1.25 p.m.	Afternoon registration & lesson 5
2.15 p.m.	Lesson 6
3.05 p.m.	DISMISSAL

Curriculum

In Year 7, pupils will be grouped according to ability in most subjects, although there will be some mixed-ability teaching in Art, Drama, Technology and in the Personal Development programme. Pupils will be grouped following a detailed analysis of their scores at Key Stage 2 in English and Mathematics. These initial groupings will be constantly monitored by the Intervention co-ordinator working alongside senior staff and Heads of Year. If pupils are considered to be misplaced, their academic teaching group will be changed. If this is thought necessary, parents will be informed by the school before the move takes place.

In Year 7, all pupils will study the following curriculum:

• RE	3 lessons	• Science	3 lessons
• Geography	2 lessons	• Art	1 lessons
• English	4 lessons	• MFL	3 lessons
• History	2 lessons	• Performing Arts	1 lessons
• Mathematics	4 lessons	• Technology	2 lessons
• PE.	3 lessons	• Computing	1 lessons

Personal Development – 1 lesson per week

Small changes take place with the curriculum in Years 8 and 9 and some pupils will study a second Modern Foreign Language, which will be Spanish. In Years 10 and 11, all pupils will study RE, English Language, English Literature, Mathematics and two Science subjects to GCSE. They will also study non-examination courses in PE and Personal Development. Option subjects currently offered to Year 10 and 11 pupils, usually to GCSE, or equivalent, are: Art, Computer Science, Creative IMedia, Design & Technology, Food & Nutrition, French, Geography, Health & Social Care History, ICT, Music, Performing Arts, Physical Education, Spanish and Triple Science (a third Science subject).

All pupils will be given an ‘Options choices’ booklet in Year 9 which will list all possible courses on offer and parents will have the opportunity to discuss possible option choices with staff at Parents’ evening meetings.

Academic Monitoring of Pupil Performance

The school is very proud of its consistently outstanding academic performance. Pupils in Key Stage 3 make exceptional progress and outcomes for pupils sitting GCSE exams compare favourably with both local and national figures. We are determined to maintain and improve these very high standards. The progress of all pupils is monitored regularly by all teachers and senior staff take an overview of all pupils’ progress.

Homework

Amounts of homework set will vary according to the subject and the year group. All pupils are expected to do homework. Homework will be recorded for students using our online system. Parents have access to see any homework set and monitor completion. Home school communication is via our online portal system in Synergy.

Reports and examinations

Internal assessments are set for every year group during the course of the school year. Formal information available to parents about pupil progress will be as follows:

- Three online academic updates informing parents of progress through each year
- An annual Parents’ Evening meeting with your child’s teachers

Details of when these academic updates and meetings take place will be provided in the school calendar of events which is distributed to all parents in September.

In addition to these formal processes, regular monitoring of pupil progress is carried out throughout the school year by the Heads of Year and by other senior staff. Any parent who is concerned about any aspect of their child’s progress in school is urged to contact the Head of Year in school.

In 2025-2026 the Heads of Years are:

Year 7	Mrs A Hall
Year 8	Mrs M Hodgson
Year 9	Mr C McCabe
Year 10	Mrs S Walsh
Year 11	Miss H Cooper



Special Educational Needs

All Hallows Catholic High School has on roll over 900 pupils aged between 11 and 16. We feel that we are able to offer support to all our pupils in a variety of ways. We believe that we care for our pupils in a friendly and inclusive environment and we are particularly proud of our reputation for working effectively with those pupils who may have Special Educational Needs.

School objectives:

We aim to work effectively and sympathetically with all pupils with Special Educational Needs, having regard for the Code of Practice and in accordance with our Mission Statement.

The Special Educational Needs Co-ordinator (SENDCO):

The school’s SENDCO is Miss K Johnston who, in collaboration with the Headteacher and the Governing Body, helps to determine the strategic development of the SEND policy and provision. Miss K Johnston is responsible for the day-to-day operation of the school’s SEND policy and for co-ordinating provision for pupils with SEND at different stages of the Code of Practice, working closely with staff, parents and appropriate outside agencies.

Access arrangements:

The majority of the school is at ground floor level. All ground floor areas are accessible to wheelchairs. At present, there are no pupils or staff with wheelchairs on the school roll.

National Curriculum:

All students will have access to the full National Curriculum, though some students may need a modified curriculum on a temporary or permanent basis. Where it is deemed necessary, the Headteacher may request disapplication on behalf of a particular pupil or group. This may be done by the annual review process and parents will be given the opportunity to be fully involved in discussions about these issues.

Partnership with parents:

The school encourages a working partnership with all parents and particularly encourages parents and guardians of pupils with SEND to liaise closely with Miss K Johnston and her team. We actively seek the involvement of parents before they arrive at All Hallows in primary school, at Parents’ evenings and at review meetings.

Implementation:

The school policy for SEND has been successfully implemented over many years. It is reviewed and evaluated on an annual basis. Any changes to the policy will be reported to parents and if you would like to read a copy of our policy, please contact the Headteacher.

The Headteacher has delegated responsibility for Child Protection at All Hallows to Mrs Washington the Designated Safeguarding Lead. The back up DSL’s are Mrs Cooper, Mr Finch, Mrs Rishton and Miss Taylor. The Nominated Governor with responsibility for Safeguarding is Mrs Kitto.

The School Safeguarding policy is available to all parents through our school website.

We follow procedures recommended by the LEA. We ensure staff are trained and supported to respond appropriately and sensitively to all Safeguarding concerns.

Any parents with Child Protection concerns should contact Mrs Washington in school.

“Growing together
in the spirit of Christ’s love”



“Pupils said that
their school is a
place of safety
where they are
accepted and can
be themselves”

OFSTED 2023

“Leaders and
teachers have
extremely high
expectations for
pupils with SEND”

OFSTED 2023



School Uniform

General
The school wants all pupils to appear smart and tidy. One of our tasks is to prepare young people for adult life and the world of work. We want all our pupils to take a pride in their appearance. Our uniform rules must be seen in the context of a school wanting to do the best for its pupils.

- Hair** – must be of one natural colour. Pupils must not have hair cut in an unacceptable extreme fashion. All shorter hairstyles should be blended, no shorter than a number two cut and not ‘wedged’ or ‘undercut’. The headteacher will ultimately make a judgement on what constitutes an ‘extreme hairstyle’.
- Jewellery** – pupils with pierced ears may wear one pair of plain gold or silver studs in their ear lobes. Double earrings are not permitted. No other jewellery is allowed.
- Cosmetics** – False tan, eyelashes, false nails and nail varnish are not allowed.
- Bags** – should be strong enough to protect books and big enough to hold an A4 file.
- Graffiti** – bags, pencil cases, exercise books etc., must have no graffiti on them.

School uniform is compulsory for all pupils at All Hallows. It is our experience that the tone of the school depends to a large extent upon school uniform. Pupils who resort to extremes of fashion or who repeatedly abuse the rules concerning school uniform will be sent home. Please see the school website for further details.

The suppliers to All Hallows are A & D Just, Pope Lane, Penwortham and Trutex online LEA00975SC

- Girls’ Uniform**
- Black blazer with school badge
 - School skirt – as bought from the above suppliers, no alternatives to pattern. Skirts need to be worn to the centre of the kneecap.
 - White Trutex blouse (with revere collar).
 - Purple pullover – relevant size.
 - Knee length white socks – no over-knee socks.
 - Shoes, plain black (low heels, as a general guide no higher than 1”).
 - Trainers are to be worn only for PE.
 - Outdoor coats/jackets to be worn rather than hoodies.

Optional item
Girls’ twin pocket black trouser available from Trutex online and Justs in Penwortham.

- Boys’ Uniform**
- Black blazer with school badge.
 - Black trousers in plain material. Jeans, cotton material trousers and extremes of fashion are not acceptable.
 - White shirt in plain material (no button-down pockets).
 - School tie.
 - Purple pullover in the relevant size
 - Plain black shoes. Trainers are to be worn only for PE.
 - Plain dark socks.
 - Outdoor coats/jackets to be worn rather than hoodies.

PE Uniform - Girls	
Compulsory items	
Football Boots and shin pads	
Trainers	Sports trainers – not pumps, all black trainers or fashion trainers
Aptus PE shirt	Purple, badged
Aptus Skort	Black, badged or
Aptus Shorts	Black, badged
Sports socks	White, ankle high
Football socks	Purple, knee high
Shin guards	
Optional items	
Aptus training top	Black, badged
Aptus leggings	Black, badged

PE Uniform - Boys	
Compulsory items	
Football boots and shin pads	
Trainers	Sports trainers – not pumps, all black trainers or fashion trainers
Aptus PE shirt	Purple, badged
Aptus Shorts	Black, badged
Football socks	Purple, knee high
Sports socks	White, ankle high
Gum shield	
Optional items	
Aptus training top	Black, badged
Aptus training pants	Black, badged

PE kit should have a name tape in every item of clothing.

All PE footwear should be marked inside.



ABOVE: SCHOOL UNIFORM

ALL ITEMS OF SCHOOL UNIFORM MUST BE CLEARLY MARKED

BELOW: PE UNIFORM



ABOVE: OPTIONAL PE UNIFORM

“Students, staff and governors are justifiably passionate about the sense of inclusion and belonging for all in the school”

Catholic Schools Inspectorate January 2025

Travel to and from School

TRANSPORT ARRANGEMENTS

- (a) **Special Buses**
There are four special buses serving the school:
- 698**
From Yew Tree
- 741**
From High Park, Southport
- 767**
From Clayton Green Centre
- 731**
From Star Garage
- Please refer the schools website to view the special buses pickup times.**
- (b) **Cycling** – parents are asked to ensure that their children are reminded constantly about the necessity for correct and careful cycling at all times. Each year we have several accidents involving cyclists. For reasons of safety and security we insist that:
- (i) The condition of the bicycle is roadworthy, e.g. brakes and lights.
- (ii) There is no cycling on the school premises.
- (iii) Each cyclist must secure the bicycle with a lock and chain in the cycle shed.
- (c) **Cars** – The volume of cars arriving at the school at the beginning and end of the school day has increased so much that, in the interest of pupils’ safety, we ask parents to drop-off and pick-up their children outside the school’s premises. It is safer, and may well be quicker, for parents to arrange to drop off or pick up their children on Birch Avenue or Central Drive.

Good behaviour on school buses is insisted upon. Pupils travelling by bus are expected to behave as they would on a normal service bus. Misbehaviour on school buses constitutes a breach of school discipline and will be treated accordingly. Persistent misbehaviour might lead to a pupil being denied the use of the special transport.

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Attendance

2025/2026

As usual, our school attendance for 2024-2025 was excellent, significantly above the national average. We aim for 100% attendance from all our pupils. As parents, you can play a vital role in helping us to maintain and indeed improve these statistics. We feel that it is imperative that pupils are not taken out of school to go on holidays during term time. Experience tells us that pupils cannot make up for this lost time in their education. Copying up notes does not make up for all the work that has been missed. We ask you as parents of our pupils to work with us on this most important area of school. We now use "Attend" to monitor all our students' attendance and to keep in touch with parents. **Please do not take your child out of school during term time.**



“A profound level of ‘lived’ mission by all that is truly inspiring to all who are touched by it”

Catholic Schools
Inspectorate
January 2025

Destination

for School Leavers 2025

PUPILS IN YEAR GROUP:	186
SIXTH FORMS/ FURTHER EDUCATION COLLEGES:	181
APPRENTICESHIPS/TRAINING/OTHERS	5

Of the pupils going on to College, the vast majority went to Cardinal Newman Catholic College in Preston, our partner sixth form college.

All pupils from All Hallows will automatically be offered a course at Cardinal Newman College when they leave us. There will be many opportunities for ‘taster’ sessions for the pupils at the college and several opportunities for parents and pupils to meet the Principal Nick Burnham and his colleagues. Details of all these visits will be given to the pupils by their Learning Managers. Parents will be kept up to date with information at Cardinal Newman College via the All Hallows Parents’ Newsletter, which is posted on our website fortnightly and this also features careers information.

Our geographical area also covers other colleges where a huge variety of post 16 courses are on offer. Pupils will be given opportunities to explore these as part of their CEIAG Education.

GCSE

Results 2025

SUBJECT	9	9-8	9-7	9-6	9-5	9-4	9-3	9-2	9-1	9-U	TOTAL GRADES	AVERAGE GRADE	AVERAGE POINTS
ART	8	28	40	60	92	100	100	100	100	100	25	6+	6.28
COMPUTER SCIENCE	8	16	24	44	60	76	92	100	100	100	25	5+	5.2
ENGLISH LANGUAGE	10.3	22.3	39.7	54.3	73.4	88.6	97.8	100	100	100	184	6=	5.86
ENGLISH LITERATURE	9.2	22.8	37.5	57.6	76.1	87	96.7	98.4	99.5	99.5	184	6=	5.85
FOOD & NUTRITION	0	0	14.3	35.7	67.9	89.3	100	100	100	100	28	5=	5.07
GCSE PE	0	0	30.8	76.9	100	100	100	100	100	100	13	6=	6.08
GEOGRAPHY	1.5	12.3	26.2	49.2	66.2	76.9	93.8	100	100	100	65	5+	5.26
HISTORY	6.5	16.8	35.5	52.3	65.4	79.4	95.3	99.1	100	100	107	6-	5.5
MATHS	1.6	12	21.7	35.3	63	85.9	97.3	100	100	100	184	5+	5.17
MFL FRENCH	8.3	16.7	37.5	37.5	58.3	66.7	95.8	95.8	95.8	95.8	24	5=	5.13
MFL ITALIAN	100	100	100	100	100	100	100	100	100	100	1	9=	9
MFL POLISH	100	100	100	100	100	100	100	100	100	100	6	9=	9
MFL SPANISH	17.6	29.4	44.1	67.6	82.4	100	100	100	100	100	34	6+	6.41
RE	3.8	18	33.3	50.8	67.2	82.5	93.4	97.8	100	100	183	5+	5.47
SCIENCE BIOLOGY	13.6	34.1	47.7	59.1	72.7	93.2	100	100	100	100	44	6+	6.2
SCIENCE CHEMISTRY	13.6	27.3	47.7	59.1	75	93.2	100	100	100	100	44	6=	6.16
SCIENCE PHYSICS	9.1	22.7	40.9	59.1	68.2	90.9	100	100	100	100	44	6=	5.91
SCIENCE COMBINED	2.1	6.8	19.6	34.6	62.9	84.6	97.9	99.6	100	100	280	55=	5.08
TECHNOLOGY	1.5	12.1	21.2	47	69.7	90.9	97	97	100	100	66	5+	5.36
SUMMARY	7.1	19.1	33.9	51.2	70.3	86.3	96.7	99.1	99.8	99.8	1261	6-	5.64

BTEC

Results 2025

NAME	*2	*2-D2	*2-M2	*2-P2	*2-D1	*2-M1	*2-P1	*2-U	OTHER	TOTAL GRADES	AVERAGE GRADE	AVERAGE POINTS	IN A8 BASKET %
MEDIA	4.8	19	47.6	81	90.5	100	100	100	100	21	P2	4.79	85.7
MUSIC	0	0	50	66.7	83.3	83.3	83.3	100	100	6	P2	3.92	50
PERFORMING ARTS	0	16.7	73.3	100	100	100	100	100	100	30	M2	5.35	70
SPORTS STUDIES	13.2	28.9	68.4	94.7	100	100	100	100	100	38	M2	5.61	100
SUMMARY	6.3	21.1	64.2	91.6	96.8	98.9	98.9	100	100	95	M2	5.24	84.2

NCFE L1/2

Technical Award

NAME	D2*%	D2*-D2%	D2*-M2%	D2*-P2%	D2*-D1%	D2*-M1%	D*-P1%	D2*-U%	OTHER	TOTAL GRADES	AVERAGE GRADE	AVERAGE POINTS
BUSINESS & ENTERPRISE	0	0	0	15.4	30.8	46.2	100	100	100	13	M1	2.06
SUMMARY	0	0	0	15.4	30.8	46.2	100	100	100	13	M1	2.06

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in the spirit of Christ’s love”





Pastoral Care

We place the pastoral care of our pupils at the forefront of everything we do at All Hallows. Seeing our young people on a daily basis gives us the basis to build strong and lasting relationships to help them develop into mature, resilient, and confident adults. Our pastoral team “walk alongside” our pupils, guiding them through difficult times and celebrating their successes and achievements. Form tutors are the first contact for any pupil pastorally. Pupils begin their life at All Hallows in Year 7 with a form tutor who is part of the dedicated Year 7 team that will support them in their transition from Primary to Secondary school. In years 8-11, they retain the same form tutor to support them pastorally as they move through the school. Each year group is led by a Head of Year and an Assistant Head of Year.

Growing up at high school can present normal day-to-day challenges and sometimes additional in-school support can be required. The wider team of pastoral staff provide support, in addition to the daily support of form tutors and Heads of Year.

External Support & Early Help

Sometimes a pupil may need some additional support from outside agencies such as CAMHS, the school nurse, the Police or Children’s Social Care. At All Hallows we work closely with a wide range of outside agencies to support the pastoral care, health and wellbeing and safety of our pupils. We also use the Lancashire “Early Help Referral” to access additional support for pupils who may need it.

“Pupils’ learning is enriched by a wide range of extra-curricular experiences that extend beyond the academic curriculum”

OFSTED 2023

Our use of Educational Technology to Enhance Learning

At All Hallows, we are committed to preparing students not only for academic success but also for life in an increasingly digital world. As part of this mission, we are thoughtfully integrated educational technology (EdTech) across our curriculum to enrich classroom learning, foster engagement, and support individual progress. We believe that technology, when used purposefully, can transform education. Our classrooms are equipped with interactive whiteboards, digital projectors, and fast, secure internet access. Students benefit from the use of laptops, tablets, and online learning platforms that support both in-person and remote learning environments.

Teachers use a variety of EdTech tools to bring lessons to life—from interactive simulations in science and mathematics to digital storytelling and collaboration platforms in English and humanities. These technologies enable our students to explore concepts more deeply, work at their own pace, and access resources tailored to their learning styles. One of the greatest advantages of EdTech is its ability to personalise learning. Through adaptive learning platforms such as Seneca, Unifrog etc., students receive immediate feedback and are guided through content based on their strengths and areas for improvement. Teachers can monitor progress in real time, allowing them to offer timely support and adjust instruction to meet individual needs.

This personalised approach helps build student confidence, encourages independence, and promotes a growth mindset—key attributes for lifelong learning.



Beyond academic content, we also prioritise the development of digital literacy and responsible technology use. Students learn how to research effectively online, evaluate sources critically, and communicate respectfully in digital spaces. Through dedicated computing and Personal Development lessons, we also address issues such as online safety, cyberbullying, and data privacy, ensuring students are equipped to navigate the digital world responsibly.

Our use of EdTech is designed not only to support current learning but also to prepare students for the future. Whether pursuing further education or entering the workforce, digital skills are essential. By engaging with a range of tools and platforms throughout their time at All Hallows, students leave us confident, capable, and digitally fluent. We continually evaluate and invest in our EdTech provision to ensure we are using the most effective tools to support teaching and learning. In doing so, we aim to provide a dynamic, inclusive, and forward-thinking education for every student.

“Pupils are the strongest advocates of their happy and successful community. They are confident, respectful and eager to learn”

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**“Growing together
in the spirit of Christ’s love”**





All Hallows

Catholic High School

AN OUTSTANDING SCHOOL

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