



Archdiocese of
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection
carried out under Section 48 of the Education Act 2005 of

HOPE ACADEMY
A JOINT CATHOLIC AND CHURCH OF ENGLAND ACADEMY

Ashton Road
Newton-le-Willows
Merseyside
WA12 0AQ

Inspection date:	Thursday and Friday 23 & 24 April 2026
Date of previous inspection:	Wednesday & Thursday 25 & 26 April 2018
URN	136421
Inspectors:	Deacon Paul Mannings Mrs Fiona Ashton

Type of School:	Academy (Non-maintained)
Age range of pupils:	11 – 16 (mixed)
Number on roll:	1,225
Chief Executive Officer:	Miss Heather Duggan
Chair of Governors:	Mr Michael Boland
Principal:	Mrs Marie Adams
Telephone number:	01744 671930
E-mail:	hopeacademy@sthelens.org.uk

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archdiocese and the Diocese of Liverpool and for the governors of the school.

Description of the school

Hope Academy is a joint Catholic and Church of England 11-16 mixed school, which is part of the All Saints Multi-Academy Trust, serving the Archdiocese and Diocese of Liverpool. Baptised Catholics account for 20% of the roll. Baptised Anglicans account for 25% of the roll. There are 16% from other Christian denominations and 7% from other world faiths and religions. The Academy receives students from nine associated primary schools. Students are predominantly of White British ethnic origin. English is an additional language for 4.56% of students. The proportion of students eligible for the Pupil Premium is above the national average, standing at 31.35%. The proportion of students who have Special Educational Needs and Disabilities (SEND) is 24.19%. The principal, two vice principals and three assistant principals have been appointed since the last inspection. The leadership of Religious Education has been appointed since the last inspection. The Religious Education Department has seven qualified members of staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

© 2026 copyright – Archdiocese and Diocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

The distinctiveness and effectiveness of Christian Life at the Academy is outstanding.

The vocational, inspirational and informed leadership of the principal, extremely well supported by the chaplain, senior leaders and the Trust maintain a school that is well rooted in the expression of its wholly Catholic and wholly Church of England mission and values in the living of Christian life in school and beyond, in parishes, churches and the home. Inclusivity and the holistic development of the whole adult and student are at its heart, a fact that is understood and valued by the community.

Grade: 1

The effectiveness of Collective Worship is outstanding.

Collective Worship underpins Christian life. Adults and students are strong participants using a variety of strategies to gather, listen and respond through action to the Word of God.

Grade: 1

The effectiveness of Religious Education is outstanding.

The strength of Religious Education is underpinned by inspired, committed, informed and aspirational senior and departmental leadership. Students are motivated by quality teaching of content that is robust and relevant to their everyday lives in school and the wider community.

Grade: 1

Improvement in Religious Education since the last inspection

The school has used its self-evaluation process to significantly raise students' attainment and achievement in Religious Education.

Grade: 1

Capacity to improve

The school, already outstanding since the last inspection, has continued to raise its own bar through efficient and effective monitoring and evaluation of Christian Life, Collective Worship and Religious Education. There is professionally balanced affirmation of progress and challenging targets for improvement.

Grade: 1

Focus for development

- Ensure the ongoing and successful impact of *Inspire*.
- Extend opportunities within the wider curriculum for students to reflect on learning to encourage their personal spiritual growth.

The development of the school's distinctive Christian nature is outstanding at meeting the needs of all learners.

Students and staff are valued and respected as members of the Hope community. They regard school as a 'happy and safe place where all belong, connect and do hard work'. They feel encouraged to be positive and invest in their own futures. Students are confident because they know that their thoughts and ideas are listened to. They are motivated to be self-starting and to support one another. This enables them to grow as mature young adults. Students take on a range of leadership tasks and highly value the work of the chaplain in facilitating their shared ministry. Students and staff know and own the mission statement and uphold it through their values of respect, courage, ambition and hope, all underpinned by a spirit of 'working together to inspire excellence'.

The school's Christian values ensure a Christ-like approach that infuses relationships, actions and activities. There are wide ranging fundraising activities and projects that support the common good locally, nationally and globally. Staff and students coordinate these in a spirit that expresses faith through action. Staff and students are provided with experiences that reflect faith and hope in the classroom, the whole of the school and beyond. Diverse learning opportunities broaden students' cultural awareness in ways that capture their interests through the arts and music. The long established Inspire programme constantly evolves in response to community needs in the provision of prayer and learning opportunities that encourage adults and students in their relationship with God, each other and the world. Consistent evaluation by the faith team ensures that Inspire continues to impact positively on the wellbeing of the community. The school environment enriches its Christian identity through the spiritually enlightened names of houses, the displayed art and quotations. The chapel is well used for private and public prayer as well as a hub for meaningful community interaction, sited as it is at the entrance to the school as an immediate place of welcome.

The quality of provision for collective worship and religious education is at the heart of the school day and its learning. Together they express, reflect and endorse the Christian values lived in school and beyond.

Consequently, relationships at all levels are supportive, affirming and respectful. The Hope Centre and RISE exemplify the school's commitment to and nurturing of support for students' emotional wellbeing.

Grade 1:

The effectiveness of the provision for Collective Worship is outstanding.

Provision for collective worship is valued by adults and students. Its planning and delivery, carefully detailed within the policy documents, is meticulous and at the foundation of the school's Christian character. There is a highly efficient process for monitoring and evaluation by leaders, including governors. All prayer spaces are carefully considered and created to enable individuals in their personal and spiritual growth. There is thorough preparation, planning and training for staff and students that is reflected through the positive impact of collective worship on the school, home and local worshipping communities.

Staff, governors and students are personally encouraged to participate and to know the place of Father, Son and Holy Spirit within the Hope community. The school's carefully chosen values rooted in the example of Jesus are used to guide the community within, through and beyond the content and expression of collective worship. The Inspire programme used effectively in house groups and through the celebration of the Word serves to keep alive the presence of God in the thoughts, actions and responses of the worshipping communities. They are provided with an experience of Christianity as the hand of God that holds them.

Meticulous planning and wide-ranging resources supported by the whole curriculum enriches prayer in its many forms and includes time for silence and reflection. Personal and community prayer leads to realistic daily challenges to live as God's people.

The school, supported by the witness and involvement of its local church communities, is helped to celebrate its faith traditions by providing shared worshipping experiences that amplify the richness of each denomination. Staff and students understand the pattern of daily worship because it celebrates the yearly cycle of Christian belief and practice. There is creativity and depth in provision that brings Christianity to life through prayer, drama, music and scripture. The whole offer of collective worship is inclusive and relevant to the everyday lives of those who participate.

Grade: 1

The effectiveness of Religious Education is outstanding.

Standards in Religious Education remain consistently high. Students make at least good and frequently better progress in their learning and understanding. Religious Education is the highest achieving subject in the Key Stage 4 curriculum with students' performance close to the national average. Students value and enjoy their learning and demonstrate very positive and respectful engagement with their work.

Students are well taught by staff who have strong subject knowledge and understanding. Collaborative planning ensures that teaching is well sequenced and enables students to build on prior learning. The process for formative and end of task assessment is well organised, regular and accurately informs students of their progress. Teachers use the outcomes of assessment to adapt teaching strategies and ensure secure learning. Consequently, learning is effective with students motivated to make progress. They are encouraged to explore, understand and use vocabulary with confidence and accuracy. Students thoroughly appreciate the relevance of Religious Education in their own lives and the lives of other believers.

The Religious Education curriculum receives the required 10% allocation. The content is innovative and structured to celebrate the diversity of Christian expression that upholds the school's foundation. Belief and practice are well linked and reflect both Roman Catholic and Church of England traditions in a way that is meaningful and relevant throughout both key stages. Pupils in Key Stage 4 follow GCSE.

School leaders and governors are committed to the place of Religious Education at the core of the curriculum. Leadership of Religious Education is outstanding. Senior and departmental leaders, together with governors, monitor and evaluate standards within and across the department. There is ongoing action-planning and identification

of areas for development. There is generous provision for continued professional development both within school and across the two dioceses.

Grade: 1

The effectiveness of the Leadership and Management is outstanding

The vocational leadership and drive of the principal ensure the school family is connected in mission and values that inform the daily experiences of adults and students as they are encouraged holistically to reach their maximum potential. Leaders, chaplain and governors, including the Trust, have continued to re-vitalise the school's vision, underpinned by all policies and practice. This is achieved through high quality pastoral care that is successfully focused on personal well-being and development, shared leadership between staff and students, behaviour and restorative practice and management of student attendance through support and motivation.

The effective process for monitoring and evaluation of Christian life is reflected in the carefully prepared self-evaluation document that is jointly known, owned, understood and implemented. The Trust and the two dioceses ensure regular training for staff and governors. The school shares its best chaplaincy practice throughout the Trust

In Religious Education and Collective Worship high standards have been maintained through incisive leadership, challenge and support. There are constantly evolving outstanding spiritual links between the dioceses, local parish and church communities. A meeting with staff exemplified their strong levels of pride and support for this school community because they are included, valued and nurtured.

Consequently, the school is a shining example of a joint denominational community that is wholly Catholic and wholly Church of England.

Grade: 1

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in developing its distinctive Christian nature	1
The effectiveness of Collective Worship	1
The effectiveness of Religious Education	1
The school's capacity for sustained improvement	1

OUTCOMES FOR PUPILS

How good are outcomes for individuals and groups of pupils?	
How well pupils achieve and make progress in Religious Education	1
How well pupils attain in Religious Education	1
The extent to which pupils contribute to and benefit from the Christian life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective is the Religious Education?	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
How effective is the provision for Collective Worship?	
How well Collective Worship supports spiritual and moral development	1

LEADERS AND MANAGERS

How effective is the leadership and management of the Christian life of the school?	
How well leaders and managers use the Mission Statement to promote, a distinctive Christian vision for the school.	1
The extent to which the governing body provides effective challenge and support for all aspects of its distinctive Christian nature so areas needing development are tackled decisively and responsibilities met.	1
How effectively leaders and managers promote community cohesion	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Grades
---	---------------