

All Saints Catholic High School

Address: Roughwood Drive, Kirkby, Knowsley, Merseyside, L33 8XF

Unique reference number (URN): 135479

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have successfully prioritised attendance and behaviour. The positive impact of leaders' work goes hand-in-hand with the deep sense of belonging that pupils experience. Leaders have a tailored and relentless approach in working with families of pupils whose attendance dips. Overall rates of attendance are in line with the national average and continue to improve. Disadvantaged pupils and those with special educational needs and/or disabilities attend this school more often than similar groups nationally. Moreover, the number of pupils who are persistently absent has decreased sharply.

Leaders have successfully created a highly positive climate for learning. Social times reflect a culture of calm and respect. Pupils rise readily to the clear routines and high expectations that all staff model. Pupils speak with pride about the mutual respect they have for each other. They rarely need reminding about their conduct. Bullying and other forms of discrimination and harassment are rare. When they happen, leaders act swiftly and effectively. Staff expertly guide those pupils who need extra support managing their emotions. Any additional needs are treated with sensitivity. Students in the sixth form are extremely positive role models for younger pupils.

Personal development and wellbeing

Strong standard ●

Leaders have implemented a personal development programme that is woven through every aspect of school life. Pupils learn in impressive detail about important topics linked to their current and future lives. They have many opportunities through form time, assemblies and 'drop-down days' to revisit and deepen their understanding. Leaders ensure that this programme is responsive to pupils' needs and the risks they may face in the local area and online. Staff deliver this content in ways which equip pupils to recognise and avoid these risks, such as the dangers of radicalisation and violent crime. Pupils also benefit from an age-appropriate relationships and sex education programme, which is taught well and prepares them for adulthood in modern Britain.

Pupils benefit from high-quality pastoral support from skilled staff attached to each year group. Pupils' learning about citizenship and the fundamental British values is often supplemented by rich experiences, such as visits to local political conferences. Leaders ensure that all pupils, including those who are accessing alternative provision, benefit equitably.

Pupils enjoy a broad suite of extra-curricular activities. These include residential visits and international pilgrimages. Every pupil has the opportunity to build their confidence in one of these ways. Pupils particularly value the sporting experiences on offer. Leaders systematically remove any barriers for pupils who may otherwise find it difficult to participate.

The school's comprehensive careers programme spans from Year 7 to Year 13, which raises pupils' aspirations. Effective engagement with local employers gives pupils the opportunity to prepare themselves for the world of work. As a result, there are a large number of pupils who secure apprenticeships when they leave school.

Post 16 provision

Strong standard 

The post-16 programme meets the needs of students attending this provision very well. This bespoke offer considers students' aspirations and interests closely. The curriculum offers pathways that lead to a suite of vocational qualifications. This propels students to great success in accessing and sustaining ambitious next steps. For example, most students move on to their choice of higher education and enrol on competitive degree-level courses. Teachers in the sixth form are appropriately skilled to allow students to achieve well. As such, students' results in these qualifications are often above the national average. This is also the case for disadvantaged students and those with special educational needs and/or disabilities. Leaders have a detailed understanding of how well the curriculum is working, making changes to suit each successive intake of students.

The curriculum is complemented by a broad enrichment offer, which includes work experience and opportunities to benefit others through volunteering. These opportunities are fully integrated into students' study programmes so that all benefit in equal measure. Leaders' work to ensure students are informed about a range of progression options is supported through partnerships with external organisations. This includes work with clinical partners to deepen vocational health and social care pathways as well as collaboration with a digital marketing company to provide links to employment destinations.

Expected standard

Curriculum and teaching

Expected standard 

Leaders ensure that there is a broad, well-designed curriculum that builds on pupils' prior knowledge. This curriculum reflects the needs and context of the pupils at the school. Leaders are aware of some inconsistencies in how the curriculum is planned and delivered across some subjects. They have taken appropriate action to improve the curriculum in these areas. This includes making sure that what is taught at key stage 3 builds pupils' skills and knowledge well so that they are ready for key stage 4.

Teachers have secure subject knowledge to deliver the curriculum. They are aware of pupils' needs and usually make appropriate adaptations in the classroom. This often means that pupils with special educational needs and/or disabilities learn successfully alongside their classmates. Teachers check pupils' understanding to identify any missed or forgotten learning and address these well so that pupils learn securely.

Leaders ensure that pupils who need additional support with reading, writing, spelling, handwriting or mathematics are identified quickly. Focused action and helpful support is starting to close these gaps and allow pupils to access the curriculum.

Inclusion

Expected standard 

Leaders pride themselves on their approach to inclusion. They are rigorous in their identification of difficulties that pupils may face. This process makes effective use of external

support when needed. Leaders choose helpful strategies to support these pupils. These are communicated clearly to staff. Typically, staff use these strategies to reduce pupils' barriers successfully.

Disadvantaged pupils make up a significant proportion of the school. Leaders use additional funding, such as the pupil premium grant, to provide additional support for these pupils that is rooted in the latest evidence. For example, additional focused tuition helps pupils close gaps in their knowledge. Leaders have also placed additional staff in the school's attendance and pastoral teams to improve the attendance and achievement of disadvantaged pupils. Although leaders track the impact of their work with disadvantaged pupils and those with special educational needs and/or disabilities with rigour, this is not always the case for pupils who face other challenges in their lives.

Alternative provision is used appropriately to support some pupils who need more specialist help. Leaders ensure that these pupils successfully reintegrate to school as soon as they are ready. This ensures that their learning continues.

Leadership and governance

Expected standard 

Leaders and governors recognise the context of the communities they serve. Pupils' interests are central to their decision-making. This has led to a culture of care and belonging that is recognised by staff, pupils and their families alike. Leaders have successfully focused on building an inclusive environment. They strive to raise pupils' aspirations and improve the opportunities that they will have in their later lives. Leaders are acutely aware of the strengths of the school, as well as the priorities to achieve their vision. The impact of leaders' actions have led to sustained high standards in some aspects of the school, such as pupils' attendance and behaviour. However, some other improvements have lagged behind. For example, there has not been time for the strengthened curriculum to be reflected in pupils' examination results.

Governors know the school well and work closely with leaders to offer support and challenge. They undertake their statutory duties effectively. Leaders prioritise staff wellbeing and their actions have contributed to improved staff retention. Staff develop their expertise through comprehensive, evidence-led professional development. This enables them to contribute to improving education within and beyond the school. For example, some members of staff lead on a bridging programme in mathematics between key stage 2 and key stage 3 on behalf of the local authority. Parents and other members of the community are proud of this school. It is a haven for its pupils and is a centre of inspiration. Leaders work effectively with a wide range of agencies. It is the school of choice for an increasing number of parents.

Needs attention

Achievement

Needs attention 

While leaders' actions to improve the curriculum have led to more effective learning at key stage 3, the attainment and progress of some groups of pupils at key stage 4 remains below

national averages. In some subjects, this has been the case for several years. Some pupils do not achieve all that they are capable of. The impact of the school's work on improving pupils' literacy and numeracy skills is uneven. This means that, at present, too many pupils leave school without these basic skills for future success.

Despite this, disadvantaged pupils usually achieve in line with the average for similar pupils elsewhere in the country. The school's successes with this group of pupils is reflected by an improving trend in the progress that they make from their starting points.

What it's like to be a pupil at this school

Pupils at All Saints Catholic High School feel a sense of belonging and are part of a large school community. Pupils trust staff to help them when they need it. This helps them to feel safe. Pupils receive appropriate individual support that helps them to overcome any barriers to their learning. This inclusive approach includes the carefully designed careers programme that supports them in deciding their next steps.

Pupils value their experience at school and benefit from the support provided by staff. Pupils' attitudes in lessons are highly positive. They behave extremely well during social times. Pupils enjoy the learning that takes place in the classroom. Relationships between pupils are respectful and they embrace diversity. Bullying is rare and staff address it swiftly when required

Not all pupils achieve as well as they could in public examinations. However, disadvantaged pupils do achieve just as well as their disadvantaged peers nationally. Improvements made to the curriculum are having a positive impact on how pupils learn. However, these have not yet led to consistently improved results at the end of key stage 4.

Pupils benefit from a wide personal development offer, which broadens their experiences far beyond their local area. For example, Year 7 pupils attend a team-building residential, which helps them to quickly develop strong interpersonal skills as they join the high school. Collectively, the opportunities that the school provides help pupils to be more than ready to take their place in society.

Pupils attend school often and are punctual. Disadvantaged pupils and those with special educational needs and/or disabilities attend more regularly than similar groups nationally. This is driven by highly positive relationships between staff and families.

The school's post-16 provision is tailored to the needs of students. They achieve very well. Students benefit from volunteering experiences, carefully chosen qualifications and work placements that equip them very well to progress to higher education, employment or training.

Next steps

- Leaders should ensure that the consistency of teaching is high in key stages 3 and 4, so that pupils benefit from high-quality teaching across all subject areas.
 - Leaders should monitor how well pupils learn the curriculum in all subjects in key stages 3 and 4, so that the right adaptations are made to the curriculum and teaching to enable pupils to achieve as well as they should.
 - Leaders should track the impact of the provision for pupils in all vulnerable groups and make appropriate adjustments to their provision so they can succeed.
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About this inspection

The chair of the board of governors in this school is Mr John Thornhill.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior and curriculum leaders, staff and pupils. The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative from the local authority and diocese.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. The school's most recent section 48 inspection took place in November 2021.

The school makes use of 4 registered alternative provisions.

Headteacher: Tony McGuinness

Lead inspector:

Usman Kothia, His Majesty's Inspector

Team inspectors:

Liz Kelly, Ofsted Inspector

Ian Young, Ofsted Inspector

Scott Maclean, Ofsted Inspector

Niamh Howlett, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

1,110

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,150

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

50.53%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.87%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.79%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	33.5%	45.4%	Below
2023/24 (final)	32.2%	45.9%	Below
2022/23 (final)	25.4%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	40.6	46.0	Below
2023/24 (final)	42.7	45.9	Close to average
2022/23 (final)	40.3	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.36	-0.03	Below
2022/23 (final)	-0.39	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.6%	25.8%	Close to average
2023/24 (final)	23.4%	25.8%	Close to average
2022/23 (final)	18.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.8	34.9	Close to average
2023/24 (final)	39.3	34.6	Close to average
2022/23 (final)	34.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.65	-0.57	Close to average
2022/23 (final)	-0.86	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	28.6%	53.1%	-24.6 pp
2023/24 (final)	23.4%	53.1%	-29.8 pp
2022/23 (final)	18.3%	52.4%	-34.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	37.8	50.4	-12.6
2023/24 (final)	39.3	50.0	-10.8
2022/23 (final)	34.3	50.3	-16.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.65	0.16	-0.81
2022/23 (final)	-0.86	0.17	-1.03

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	84%	91%	Below
2022 leavers (revised)	86%	93%	Below
2021 leavers (revised)	82%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	35.00	34.99	Close to average
2022/23 (final)	26.43	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.3	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.0%	8.1%	Close to average
2023/24 (3 term)	9.0%	8.9%	Close to average
2022/23 (3 term)	9.4%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	22.7%	21.9%	Close to average
2023/24 (3 term)	27.6%	25.6%	Close to average
2022/23 (3 term)	31.2%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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