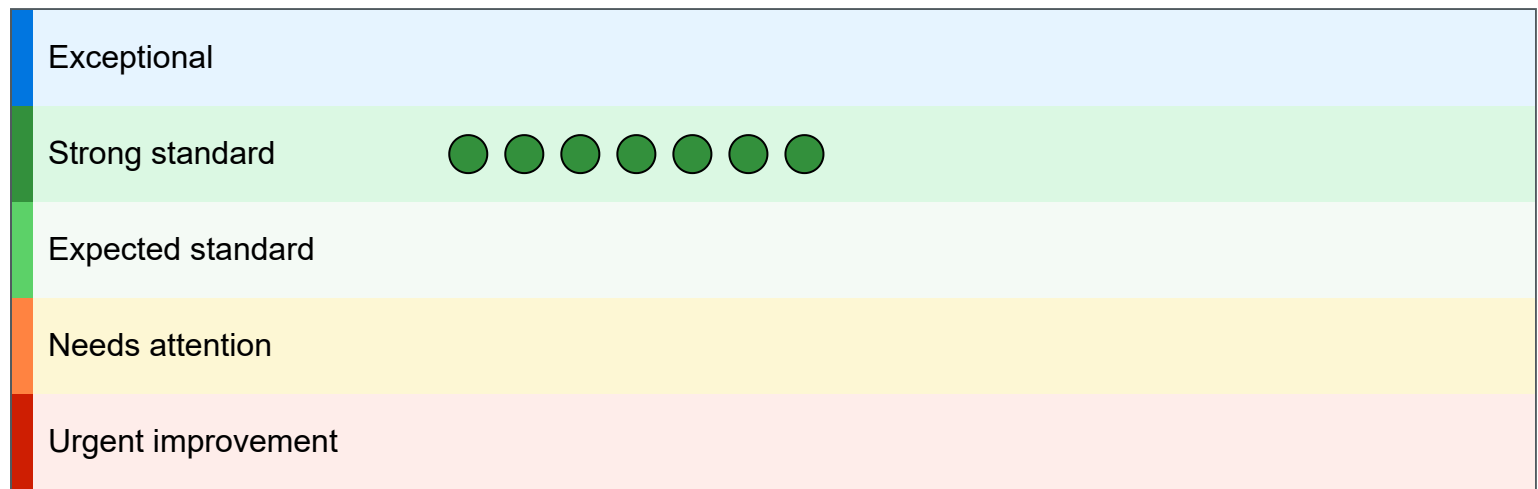


# All Hallows Catholic School

**Address:** Weybourne Road, GU9 9HF

**Unique reference number (URN):** 151190

## Inspection report: 11 November 2025



### ✔ **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 ●

### Achievement

Strong standard ●

Pupils typically achieve highly across the school's curriculum. This is evident in many of the previous examination results at key stage 4 and post-16, as well as in the high-quality work of current pupils. Leaders and staff carefully focus on what pupils need, academically and personally, in readiness for the next stage of their education. This is particularly evident for pupils with special education needs and/or disabilities who achieve well across a range of subjects. They, alongside their peers, secure the detailed knowledge and qualifications they need to move into the school's sixth form, or on to further education, training or employment.

When needed, leaders thoughtfully explore how pupils' achievement could be strengthened further. Expertise from within the school is used to reflect on where adjustments could be made. This has recently included a focus on identifying the most effective teaching approaches to help pupils achieve the very highest grades in key stage 4 and 5 examinations.

### Attendance and behaviour

Strong standard ●

Across all year groups, pupils keenly come to school each day, valuing the kindness and support provided. Consequently, attendance is high. All staff recognise their role in encouraging pupils to come to school regularly and on time. Positive relationships with parents and carers are prioritised. This enables parents to work collaboratively with staff, including those in 'The Ark', if their child is finding it more difficult to attend. Staff follow clear processes if pupils are not in school. This includes providing individual, bespoke support for pupils' mental health and wellbeing, when this is required. Pupils and parents appreciate the additional support provided, such as a listening ear at the start of the school day.

Clear and well-embedded rules and routines ensure learning is calm and focused. Pupils have a clear understanding of what is expected of their conduct to ensure their classmates can learn. Interactions between pupils and staff are polite and respectful. When needed, appropriate actions are taken to help the very small number of pupils who do not consistently meet the school's behaviour expectations. The guidance given to pupils gives them a keen sense of right and wrong, helping to fulfil the school's vision of a 'safe community where students can flourish'.

### Curriculum and teaching

Strong standard ●

Leaders have a clear understanding of the quality of the curriculum across all subjects. Each week, they work closely with staff in classrooms to identify what pupils need to confidently learn. As a result, the curriculum is well designed, and teaching is highly effective. Helpful interventions are provided to support the very small number of pupils who are not yet confident readers and mathematicians. Staff use the detailed information leaders provide about pupils' individual needs to expertly construct learning. Pupils with special educational needs and/or disabilities particularly benefit from the precise support they receive. This

helps them acquire the knowledge they need for the next steps in their education. Across the school, learning is inclusive and purposeful, helping pupils to achieve well.

Pupils learn detailed knowledge and skills across a breadth of interesting and engaging subjects. There is a focus on giving pupils a sophisticated vocabulary. This means that they can write and speak confidently about what they have previously learned and now know. Pupils use and apply their earlier learning as teachers skilfully teach them new content. This helps pupils to build their knowledge securely as they move through the school.

## **Inclusion**

**Strong standard** ●

Leaders ensure staff have the appropriate knowledge and expertise required to identify pupils' individual needs. This starts with effective support for pupils as soon as they join the school and continues to help ready older students for adulthood. Close collaboration with previous schools, future settings and between staff helps pupils to move successfully through their education. This is particularly effective for pupils who are known or who were previously known to social care. Clear communication means that needs are readily understood and met by staff. 'The Ark' team is central to this. Its guidance and support enhance the effective learning across the school.

Leaders have strengthened how they monitor the impact of the support provided. Learning in the classroom, planned interventions and the use of alternative provision placements are considered in light of individual needs. Teaching is strengthened by effective training that helps pupils with special educational needs and/or disabilities to achieve highly. Positive relationships with parents and carers are prioritised so that they feel included in decisions about their child's education. This is also evident in how the school uses pupil premium funding. Pupils' aspirations are at the centre of staff discussions. Pupils feel included and know their voice will be heard when staff consider what they need to learn and flourish. Both pupils and their parents value this.

## **Leadership and governance**

**Strong standard** ●

Leaders role model the dedication and care they expect their school community to show one another. Throughout their work, there is a visible determination to help everyone achieve highly. Decision-making and effective systems and processes show a precise understanding of what different pupils need to thrive. The trust and those responsible for governance ably support this process. They provide constructive support and challenge to school leaders, with a focus on helping the school community to succeed.

Staff feel listened to and valued. They particularly appreciate the variety of professional learning provided that gives them the skills they need to help pupils learn and flourish. This includes a coaching programme where staff take responsibility to support their colleagues in developing the education and support on offer. Specific support is given to staff who are new to the school to help them settle quickly into school life. This includes teachers at the start of their career who benefit from research-based learning and thoughtful mentoring as they develop their expertise. Staff also recognise how leaders prioritise both staff and pupil well-

being. They are proud to be a part of All Hallows and readily meet the high expectations set by leaders.

## **Personal development and well-being**

**Strong standard** ●

Leaders place the school's core values at the heart of the personal development programme. Through personal, social, health and economic education lessons, and many other aspects of the school's thoughtful provision, pupils learn to be considerate, courageous and responsible citizens. This is reflected in pupils' conduct each day as well as their positive contribution to different school events such as the Remembrance Day service. When speaking to pupils, it is evident they have a secure understanding of their rights and the importance of democracy and respect. They value the many opportunities they have to debate their views with their classmates and their teachers. Appropriate teaching also gives pupils time to explore many different aspects of their lives as they approach adulthood such as personal safety and positive relationships.

The school helps pupils to recognise the importance of positive physical and mental wellbeing. A key part of this is the school's focus on the theme of 'belonging'. Trips, extra-curricular clubs and opportunities outside the academic curriculum are considered carefully to enable all pupils to develop their personal skills and experiences. An example of this is how different artwork is used across the school's site to help pupils develop an appreciation of art, culture and history. Pupils value the pastoral support they receive from their tutors and pastoral staff. They feel there is always a trusted adult they can talk to. As one pupil explained, this helps them to be 'comfortable and confident to be themselves'.

Careers guidance, taught lessons, as well as the many different pupil leadership roles, encourage pupils to be highly ambitious for their futures. Work experience opportunities and trips are sought to broaden pupils' understanding of their possible next steps and future aspirations. Pupils with special educational needs and/or disabilities particularly benefit from this, with support provided to nurture their individual talents and interests.

## **Post 16 provision**

**Strong standard** ●

Carefully selected and well-delivered programmes of study mean students gain the qualifications they need to pursue their ambitious career aspirations. Teaching is thoughtfully adapted to help all students learn and achieve. Over time, flexibility has been built into the sixth-form curriculum to extend the variety of academic and vocational subjects on offer. To support their studies, students develop new skills through the engaging Wednesday afternoon enrichment programme. They can also attend valuable catch-up sessions if they are in need of additional support. Students also benefit from timely careers guidance and work experience opportunities that readies them for their future education, training or employment.

Students are role models. They are actively involved in school life as leaders and mentors. Students show highly positive attitudes to their learning. They appreciate the time teachers take to get to know them. This is evident for those who attended the school as Year 11 pupils, as well as the many students who join the sixth form at the start of Year 12. Parents

also value the thought and care provided to students who are new to the school and how quickly their child felt part of the All Hallows community.

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

Pupils value the kindness and support they receive from staff every day. They feel listened to, knowing that they are recognised as individuals who have their own talents, interests and needs. Staff take time to identify the help each pupil requires to achieve highly, both academically and personally. This ensures that pupils feel safe and included in the school community.

Pupils keenly study and achieve highly across a breadth of different subjects. These ready them for the next stages of their education. To enhance their learning, pupils eagerly participate in the many different extracurricular opportunities on offer. School trips enhance pupils' knowledge and skills, as well as providing experiences that they recollect fondly. Pupils are supported to explore their responsibilities as active citizens and their place in society. An array of visitors from different faiths support this learning, as well as the reflection opportunities pupils have to explore their own beliefs and identity.

Across all year groups, pupils keenly describe the sense of belonging that permeates across the school. Pupils' attendance is high. The very small number of pupils who need additional help to attend regularly benefit from bespoke support. This includes the care provided by staff in 'The Ark' that helps many pupils to learn and flourish.

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## **Next steps**

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

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## About this inspection

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 school leaders, multi-academy trust leaders, staff and pupils during the inspection.

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.

This school is part of Mother Teresa Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Bill James, and overseen by a board of trustees, chaired by Col. David Kenny.

This school is registered as having a Catholic religious character. The last section 48 inspection took place in July 2022.

The school makes use of 3 alternative provisions, each of which is unregistered.

Headteacher: Mark Baines

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### Lead inspector:

Aimee Floyd, His Majesty's Inspector

### Team inspectors:

Marian Feeley, His Majesty's Inspector

Ed Mather, His Majesty's Inspector

Alexandra Aldridge-Gibbons, His Majesty's Inspector

Gavin Thomas, His Majesty's Inspector

Stephen Cattell, His Majesty's 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 11 November 2025

## School and pupil context

## Total pupils

**1,514**

Well above 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

**1,453**

Above 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: 1,152

## Pupils eligible for free school meals (FSM)

**13.13%**

Well below 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

**2.11%**

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

**12.09%**

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

**Below 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).

## 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 (1 term)	5.9%	7.7%	Below

### 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 (1 term)	16.2%	21.1%	Below

## 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 standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

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