

All Saints' Catholic High School

Address: Granville Road, Sheffield, South Yorkshire, S2 2RJ

Unique reference number (URN): 138337

Inspection report: 28 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.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well and develop appropriate knowledge and skills across the curriculum. At the end of key stage 4, pupils achieve in line with other pupils nationally. Their achievement in English in 2025 was impressive. The impact of leaders' drive to boost disadvantaged pupils' achievement is seen in notably improved outcomes in 2025. Pupils with special educational needs and/or disabilities typically achieve well from their individual starting points. Post-16 students' achievement is comparable to that of others nationally.

Pupils usually close the gaps in their literacy knowledge, particularly in reading. Consequently, they access and generally achieve well across the curriculum. By the end of key stages 4 and 5, pupils are well prepared for their next steps. This is usually the case by the end of key stage 3 too. However, in a small number of subjects, by the end of key stage 3, some pupils do not develop such a secure, deep bank of knowledge.

Attendance and behaviour

Expected standard 

Many pupils' positive attendance reflects their sense of belonging. Additionally, leaders' promotion of attendance means that pupils attend well and persistent absence is falling. In recent years, pupils' attendance has often been in line with or slightly above the national average.

The attendance team keeps a watchful eye on pupils' attendance. When a pupil's attendance slips, this team steps in to address this decline. Leaders' work with disadvantaged pupils has resulted in considerably fewer being persistently absent than is the case nationally. Leaders draw on the support of external agencies and specialist provision to help pupils whose attendance is low to re-engage with education.

Many pupils' conduct reflects 'The All Saints Way' (Aspiration, excellence, pride, responsibility and respect). Post-16 students' behaviour is scholarly and mature. Leaders and staff set a positive tone as they welcome pupils to school each day.

Most pupils want to learn. They typically conduct themselves well as they go about their learning and socialise. Pupils say that this is usually the case, but sometimes, a few pupils can be less respectful to others. When a pupil's behaviour wavers, teachers generally make effective use of well-understood behaviour systems. Leaders have taken effective steps to better support pupils who need additional help to regulate their behaviour, including pupils returning from suspension.

Usually, pupils are energetic and good humoured when socialising with friends at break and lunchtimes. The sporting and computer facilities are used well during social times. Pupils respond well to the guidance of duty staff on the occasions that pupils' behaviour becomes too noisy or effusive. Bullying is uncommon and responded to appropriately, as is any instance of discriminatory behaviour.

Curriculum and teaching

Expected standard 

Leaders' improved quality assurance processes and use of external expertise mean that they understand the quality of curriculum and teaching. They have thoughtfully designed a curriculum in most subjects that reflects national expectations and the school's context.

The school's 'Science of Learning' approach, which is a blend of professional learning and collaborative planning, supplements teachers' knowledge of their subjects and how pupils learn. Teachers typically combine this knowledge effectively, and the curriculum is usually taught well across each key stage. The most effective practice is underpinned by the ingredients of the 'All Saints Expected Standard'. Teachers connect learning to previous studies, provide clear explanations and use assessment skilfully to check pupils' understanding. Teachers usually adapt learning activities well to support pupils with special educational needs and/or disabilities (SEND). Some staff are still getting to grips with how best to teach the renewed curriculum in line with leaders' expectations. Sometimes, teaching is less well matched to the needs of pupils, including those with SEND.

Leaders view literacy, in particular reading, as a key component for pupils to be successful. Leaders have installed a culture in which the promotion of reading and subject-specific vocabulary is prioritised. Pupils who find reading tricky receive the time and support that they need to become more fluent and confident readers.

Inclusion

Expected standard 

Leaders have restructured the school's inclusion team and its approach to meeting the needs of pupils, including those with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to social care. More recently, leaders have established clearer processes to make sure they gather necessary information about pupils joining the school, including those joining midway through the academic year. This information includes pupils' academic and social needs, including those related to safeguarding and behaviour.

Leaders set out practical steps to help pupils overcome barriers to their learning and wellbeing. Modifications to the learning environment provide pupils with SEND, including those provided for by the school's specially resourced provision for pupils with SEND, with equal access to the taught and wider curriculum. Leaders make relevant information available for staff. Equipped with knowledge from research-informed training, teachers make adaptations to teaching that usually enable pupils with SEND, including those in the school's specially resourced provision, to achieve well. When needed, the inclusion team makes suitable adjustments to the support that pupils receive.

The school uses additional funding to provide disadvantaged pupils with support rooted in what they need. Well-informed staff know how best to support these pupils. Consequently, there have been improvements in disadvantaged pupils' attendance and achievement.

The school works productively with external agencies and uses alternative provision in pupils' best interests.

Leadership and governance

Expected standard 

Leaders model the professionalism and compassion they expect of others. They have navigated the school through difficult times, responding appropriately and with urgency to external guidance.

School and trust leaders have a shared understanding of the school's strengths and weaknesses. The respective branches of governance provide coordinated support and challenge to leaders. Trustees and local governors exercise their statutory duties. They enact a sensitive duty of care to leaders while making sure that the best interests of pupils underpin the school's work. This includes a thoughtful and considered approach to provision for pupils with special educational needs and/or disabilities and those with other barriers to their learning and/or wellbeing. As a result, standards are rising as evidenced in pupils' improved achievement and attendance.

Leaders draw upon expertise and advice from the local authority, trust schools, non-trust schools, leading specialists, and external agencies. The impact of this outward looking approach is evident in the changes made to how the school safeguards pupils. For example, detailed safeguarding plans have been created which are regularly reviewed and amended where necessary. Specialist advice has been sought to quality assure safeguarding arrangements and review progress relating to aspects of the school's work that needed to be strengthened. Additionally, the school has introduced new and effective ways pupils and staff can share a safeguarding concern or nagging doubt. This has, in part, contributed to pupils' positive perceptions of the support staff provide to help them stay safe. The trust has played an important part in supporting the school to make necessary changes to the school's safeguarding practice. However, trust leaders are continuing to develop their work to assure themselves of the impact of these changes.

Leaders ensure that pupils' and staff's opinions are gathered and acted upon. Leaders have made changes to assessment practices for staff, to reduce workload and support wellbeing. Staff, including teachers new to the profession, are overwhelmingly positive about the impressive range of professional learning that they have access to. For example, staff have received additional safeguarding training, including specialised training for the senior and inclusion teams. Responding to the most recent pupil survey, leaders made changes to how staff supervise the site at break and lunch times.

Leaders continue to extend their thoughtful approach to the school's engagement with parents. Leaders have introduced clear avenues of communication and worked with external agencies to provide parents with guidance around supporting teenagers with their studies, social lives and emotional development.

Personal development and wellbeing

Expected standard 

The rich All Saints programme of personal development is reflective of the school's diverse pupil population. This programme has a positive impact on pupils' self-esteem, ambition and character. Pupils benefit from comprehensive pastoral care, including that provided by external specialist agencies.

Leaders shape the personal, social, health and economic curriculum, and the relationships and sex education curriculum, to suit the school's and pupils' context. Pupils develop age-appropriate knowledge of healthy relationships and recognise the warning signs of controlling behaviour. They are suitably aware of online and offline risks, such as grooming. Pupils learn the importance of respect and tolerance. Their understanding is reflected in many pupils' attitudes to each other's culture, gender, background and beliefs. However, this is not universally the case, and leaders are rightly taking steps to ensure that all pupils enact the school's value of respect.

Pupils access and benefit from a wide array of opportunities to try their hand at new activities or hone their existing talents, be it in chess, sport, debate, art or one of the many other clubs. Pupils recall with fondness their school trips to places such as London and the Netherlands. Leaders promote these activities to all pupils, particularly disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils understand democracy and decision-making processes. They are proud to make the most of leadership opportunities and inform aspects of the school's work. Pupils speak warmly about their role in pupil-led events such as the popular annual culture day. The house system encourages a healthy sense of competition among pupils.

Pupils, including those in the sixth form, develop a clear sense of their next steps through access to activities such as 'Little Lectures', which are part of the innovative 'All Saints Aspirations Programme' and the school's careers programme. High proportions of pupils continue in education, employment or training.

Post 16 provision

Expected standard 

The diverse population of students in the post-16 provision is happy and settled and typically achieves well in the inclusive environment. Students with special educational needs and/or disabilities or who face disadvantage have their needs met and barriers to learning discreetly reduced.

Leaders are careful to adapt the well-designed curriculum to students' interests and ambitions by adding subjects such as criminology, film studies and politics. Teachers usually make skilled use of their subject knowledge to teach the curriculum well. Students' knowledge is evident in their work, discussions about their studies and outcomes at the end of key stage 5.

Students have plenty of opportunities to broaden their horizons. They can learn British sign language, take part in sport and become one of the nursing cadets. The post-16 prefect team is an integral part of the house system, leading competitions for younger pupils, such as the Spelling Bee.

Students have meaningful engagement with the world of work. They learn about next steps in a well-planned, sequential way. High proportions of students move on to education, employment or training.

Leaders have taken decisive action to bring about improvements in the post-16 provision. They rightly prioritise further improvements, such as continuing to promote and ensure students' high attendance.

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

Pupils play their full part in creating the energetic atmosphere evident in this large multi-cultural school. Many pupils' positive attendance reflects their sense of belonging. They feel safe and form trusting bonds with adults. This is, in part, a result of the steps leaders have taken to improve how the school safeguards pupils. It is also due to leaders' and staff's high profile modelling of the school's values, including the daily welcome of pupils to school. Pupils know who to turn to if they need support. This also contributes to their sense of wellbeing. The school discreetly removes any barriers to learning and/or wellbeing that pupils face.

Pupils' conduct is typically calm and purposeful in lessons. It is usually good natured and sociable at break and lunchtimes. Pupils respond well to adults' direction if their enthusiasm gets the better of them. There is little bullying, and staff deal with any that occurs. However, leaders are rightly taking steps to ensure that all pupils' behaviour is respectful of others' backgrounds and contexts. Post-16 students conduct themselves with maturity.

Pupils understand why it is important to learn. Many study with increasing confidence and maturity. Pupils typically achieve well, including those with special educational needs and/or disabilities or who face other barriers to learning. Where a few teachers are still developing their fluency and confidence to teach in line with the 'All Saints Expected Standard', pupils' knowledge, skills and understanding are not as developed as they could be.

Pupils benefit from a broad range of enrichment activities, including access to many clubs, pupil-led cultural days and sporting events. They also study important knowledge about relationships, wellbeing and life in multi-cultural Britain. While many pupils remember much from this studying, some pupils' knowledge is not as secure.

Pupils are typically ambitious for their futures. At the end of key stages 4 and 5, high proportions of pupils continue on to education, employment or training.

Next steps

- The trust should develop systems to review and understand the impact of its work, particularly in relation to that which has strengthened the school's safeguarding practice, and so be well placed to provide ongoing scrutiny.
- Leaders should continue their work to refine the curriculum and ensure that all teachers deliver it in line with leaders' expectations so that all pupils, including those with special educational needs and/or disabilities, achieve well in each key stage and in each subject.
- Leaders should take steps to ensure that pupils remember what they study in the personal, social, health and economic education curriculum and the relationships and sex

education curriculum, and that this knowledge supports all pupils to enact the school's values, such as respect.

About this inspection

This school is part of the St Clare Multi 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), Steve Davies, and overseen by a board of trustees, chaired by Matthew Davis.

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.

The inspection started on 28 April 2026. Following the conclusion of on-site activities, information applicable to the provider at the time of inspection was received after the inspection and before publication of the inspection report. The relevance of the information received necessitated a review and reapplication of the evidence gathered on site against the inspection outcome. In line with the Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy, additional evidence was gathered through a desk-based review of additional documentation related to safeguarding on 1, 2, 8 and 11 June 2026 and a further on-site visit carried out by 2 HMIs on 16 June 2026. When inspectors returned, they focused specifically on safeguarding arrangements, leadership and governance, inclusion, and attendance and behaviour.

As part of the inspection, inspectors spoke on the telephone to representatives from the local authority, including the local authority designated officer and the director of children's services for Sheffield. Inspectors also spoke with the headteacher, senior leaders, the CEO, governors, the chair of the board of trustees and a representative of the Diocese of Hallam.

Leaders of the school and trust commissioned 2 recent external audits to evaluate the effectiveness of the school's safeguarding arrangements. Inspectors talked to the local authority designated officer, a representative from the local authority and a range of staff and pupils to understand and evaluate the impact of this work. Additionally, when preparing for and planning the additional visit, inspectors considered recent information published by the Department for Education relevant to the school for the attention of the multi-academy trust of which the school is part.

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.

Inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The last section 48 inspection of the school was in 2023.

The school currently makes use of 3 alternative provisions, including 2 that are unregistered.

The school runs a resourced provision for pupils with special educational needs and/or disabilities. This provision has space for 4 pupils. These pupils receive their education in mainstream classes.

Headteacher: Mr Sean Pender

Lead inspector:

John Lucas, His Majesty's Inspector

Team inspectors:

Natasha Greenough, Ofsted Inspector

Lee Elliott, His Majesty's Inspector

Matthew Vellensworth, His Majesty's Inspector

Hannah Millett, His Majesty's Inspector

Penny Green-Harding, 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 28 April 2026

School and pupil context

Total pupils

1,400

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

1,290

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: 1,154

Pupils eligible for free school meals (FSM)

27.17%

Close to 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

1.71%

Below 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

8.21%

Below 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

PD - Physical Disability

What does this mean?

The type of Special Educational Needs provision provided at the school (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 (final)	53.7%	45.4%	Close to average
2023/24 (final)	39.5%	45.9%	Close to average
2022/23 (final)	44.7%	45.3%	Close to average

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 (final)	49.9	46.1	Close to average
2023/24 (final)	46.3	45.9	Close to average
2022/23 (final)	47.8	46.3	Close to average

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)	0.05	-0.03	Close to average
2022/23 (final)	0.19	-0.03	Close to average

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 (final)	36.2%	25.8%	Above
2023/24 (final)	22.0%	25.8%	Close to average
2022/23 (final)	18.2%	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 (final)	40.5	34.9	Above
2023/24 (final)	35.5	34.6	Close to average
2022/23 (final)	37.0	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)	-0.76	-0.57	Close to average
2022/23 (final)	-0.35	-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 (final)	36.2%	53.1%	-16.9 pp
2023/24 (final)	22.0%	53.1%	-31.1 pp
2022/23 (final)	18.2%	52.4%	-34.3 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 (final)	40.5	50.4	-9.9
2023/24 (final)	35.5	50.0	-14.5
2022/23 (final)	37.0	50.3	-13.3

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)	-0.76	0.16	-0.92
2022/23 (final)	-0.35	0.17	-0.51

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 (revised)	96%	92%	Above
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	98%	94%	Above

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 (final)	32.68	35.00	Close to average
2023/24 (final)	30.99	34.38	Close to average
2022/23 (final)	27.39	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 (final)	0.0	0.0	Close to average
2023/24 (revised)	0.2	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 (3 term)	7.7%	8.4%	Close to average
2023/24 (3 term)	7.6%	8.9%	Close to average
2022/23 (3 term)	7.4%	9.0%	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 (3 term)	21.9%	23.4%	Close to average
2023/24 (3 term)	23.6%	25.6%	Close to average
2022/23 (3 term)	18.6%	26.5%	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 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email:
psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright