

Holy Family Roman Catholic and Church of England College

Address: Pot Hall, Wilton Grove, Heywood, Lancashire, OL10 2AA

Unique reference number (URN): 131726

Inspection report: 31 March 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 

In the main, pupils progress well through the curriculum. They tend to complete their work to a high standard. Pupils are able to make connections across topics. Most pupils build knowledge securely over time.

Pupils' attainment in examinations at the end of key stage 4 is typically in line with national averages. Previously, pupils' progress in assessments at the end of key stage 4 has been below that of their peers nationally. Nevertheless, currently, pupils' learning demonstrates secure progress from their starting points across most subjects.

On the whole, pupils secure the knowledge and skills needed to move successfully to the next stage of their learning. This is reflected in the ambitious next steps in training, education or employment that most pupils progress to when they leave the school.

Attendance and behaviour

Expected standard 

Leaders have suitable systems to analyse, track and improve attendance. These include personalised support for some pupils who need it. For example, a nurture room helps some pupils make a positive start to their day. Leaders work positively with parents and carers to address matters that stop pupils coming to school regularly. As a result of leaders' consistent work, attendance is improving for most pupils and is slightly above the national average. However, persistent absence is a barrier for some disadvantaged pupils. This inhibits their chances of success. Leaders are taking appropriate steps to put this right. Even so, too many disadvantaged pupils are persistently absent from school.

Leaders have high expectations of pupils' conduct in school. Leaders use the 'seven steps to a successful day' to make clear to everyone how they should behave at school. Staff are consistent in their approaches to managing behaviour. Typically, pupils behave appropriately. As such, the school day is calm and orderly. Most pupils have positive attitudes to learning. However, a small number of pupils do not always show the attributes of self-discipline needed at social times. This is at odds with the usually positive environment. Discrimination, harassment and bullying are rare. They are dealt with quickly if they arise.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum. The curriculum is broad, balanced and logically ordered. Leaders have ensured that all pupils, regardless of any barriers to learning or wellbeing, access the same ambitious knowledge.

Typically, teachers use their subject knowledge effectively to deliver new learning. For example, they provide clear explanations, pertinent examples and allow pupils time to apply new learning independently. As a result, generally, pupils learn well.

On the whole, teachers check what pupils know and can do. This helps teachers to address any gaps in learning. Occasionally, pupils' learning is not checked well enough. When this is

the case, gaps in knowledge emerge and persist.

Leaders provide suitable training so that staff have the expertise to meet pupils' needs effectively. Staff use resources and other adults to adapt teaching appropriately. This helps pupils who find learning difficult to succeed.

Those pupils who are at the earlier stages of learning to read are supported to catch up quickly. However, for some older pupils, inconsistencies in the accuracy of their handwriting have not been identified quickly enough. This hinders pupils' readiness for the next stage of their learning.

Inclusion

Expected standard 

Leaders' passion for inclusion means that they take effective action to reduce any barriers that pupils face. As a result, pupils are able to take advantage of all that is on offer at the school. Leaders have clear processes in place to identify pupils, who may have barriers to learning and/or their wellbeing. They use this information to implement effective support. Leaders ensure staff are suitably trained to meet pupils' needs. There are designated spaces in school that pupils can access to support them during the school day. Leaders monitor this support carefully. If their actions are not working, they make changes to best meet pupils' needs. Consequently, most pupils with barriers to their learning achieve well.

Leaders work effectively with a range of external professionals. For instance, therapists, alternative provision and medical teams. This ensures that specialist support is given to those pupils who need it.

Leaders have a comprehensive strategy to help disadvantaged pupils overcome any barriers to learning or wellbeing that they might face. For example, to enhance reading skills. Leaders review pupils' progress regularly. Thanks to leaders' sharper focus on this group, these pupils are learning more in lessons. However, the number of disadvantaged pupils who are persistently absent is too high. This hampers their achievement.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, care deeply about making the right decisions for their pupils. Leaders know what is working well and what could be better. For example, improving attendance and raising achievement in some subjects remains a priority. Leaders have clear plans in place to bring about the change that is needed. They embrace new ideas. Leaders work effectively with partners to bring about success. For example, through their work with a behaviour hub, they have established a positive learning culture in school.

Those responsible for governance are clear about their duties. They have the appropriate knowledge and skills to help the school to improve. Governors use their expertise to provide effective challenge and support in equal measure.

Parents and carers are, typically, appreciative of how leaders work with them to support their children. For example, parents are pleased that the school provides additional support to

overcome barriers and a range of additional enrichment opportunities, including the Duke of Edinburgh's award.

Leaders ensure that staff have the skills they need to be able to do their jobs well. Staff appreciate the professional learning opportunities on offer. These have helped staff to improve their subject expertise. Staff use effective strategies to meet the needs of pupils with special educational needs and/or disabilities. Staff know that leaders care about them. Staff appreciate leaders' support with their workload and wellbeing. They are happy to work at the school.

Personal development and wellbeing

Expected standard 

Leaders take a careful and considered approach to pupils' personal development. They draw on current affairs and issues in the community to supplement learning. A thoughtfully designed curriculum builds pupils' knowledge and understanding of diversity and tolerance. The impact of this is evident in how pupils interact positively with each other and with staff and visitors. Pupils are clear that everyone, regardless of background, belongs at their school.

There are a range of leadership opportunities available to pupils. For instance, prefects and members of the anti-bullying council and school council. These opportunities help pupils to build important skills for life. For example, pupils learn to conduct themselves with confidence and dignity. Pupils feel they have a voice in the school. This strengthens their sense of belonging.

Through their personal, social and health education and relationships and sex education, pupils learn about important ideas, such as consent and how to keep themselves safe, including online. Typically, they talk confidently about these important topics. However, some pupils do not have detailed knowledge of fundamental British values, such as democracy, and characteristics of a person's identity that are protected by law. As a result, some pupils are not as well prepared for life in modern Britain as they could be.

Leaders have improved how pupils learn about the world of work. For example, pupils take part in mock interviews. Leaders ensure that pupils receive up-to-date information about the options that are available to them when they leave school. As such, pupils are able to make informed choices about their future. They move on to further education, training or employment, which meets their needs and aspirations.

There are a range of clubs and extra-curricular activities on offer at Holy Family. These include DJ club, sports clubs and chess. Leaders track participation. They act proactively to introduce new activities to get as many pupils involved as possible. This helps pupils to discover new interests.

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

Pupils in this caring school feel that they are known and well cared for. Each morning, staff greet them warmly by name, which helps pupils to feel valued as individuals. Pupils who are

new to the school, settle in quickly. They are made to feel at home by their peers. Pupils embrace difference. They are keen to make sure everyone feels that they have a place at Holy Family. Positive relationships exist between all members of the school community.

Pupils benefit from the personal development opportunities available at the school. This includes unusual activities, such as new-age curling. This helps pupils to explore new interests and nurture talents. The range of clubs ensure that there is something on offer for everyone. The extra-curricular offer provides opportunities for pupils to develop their social skills and experience a sense of belonging. Everyone is included in all aspects of school life. The comprehensive approach to personal development means pupils are prepared well for their next steps.

Typically, pupils achieve in line with their peers nationally in examinations at the end of key stage 4. Pupils benefit from an ambitious curriculum that is typically taught well. Any pupils with barriers to their learning or wellbeing generally receive the support they need to learn successfully. Pupils generally enjoy their learning. They try hard and most take pride in their work.

Pupils feel safe. They typically behave appropriately. If pupils have any worries or concerns, they know that these will be addressed effectively and efficiently. Any rare occasions of bullying are resolved swiftly. Pupils are happy at this school. As such, most pupils understand the importance of attendance and attend school regularly.

Next steps

- Leaders should ensure that staff consistently provide opportunities for pupils to secure the knowledge and attributes they need to be well prepared for life in modern Britain.
- Leaders should ensure that any gaps in pupils' learning in both subject and foundational knowledge, such as handwriting, are identified and addressed swiftly, so that their knowledge builds securely over time.
- Leaders should continue their work to reduce the number of disadvantaged pupils who are persistently absent from school, so that these pupils fully benefit from the education provided.

About this inspection

The chair of the board of governors in this school is Reverend Kirsty Screeton.

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.

Inspection activities:

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.

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 both a Roman Catholic and Church of England religious character. The school's most recent section 48 inspection took place in June 2023.

The school makes use of 5 alternative provisions, including 2 that are unregistered.

Headteacher: Karen Ames

Lead inspector:

Neil Johnson, His Majesty's Inspector

Team inspectors:

Scott Maclean, Ofsted Inspector

Usman Kothia, His Majesty's Inspector

Lisa Corrigan, 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 31 March 2026

School and pupil context

Total pupils

763

Below 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

750

Well below 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)

23.46%

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

4.33%

Above 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

11.27%

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)	44.3%	45.4%	Close to average
2023/24 (final)	52.3%	45.9%	Close to average
2022/23 (final)	48.0%	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 (revised)	43.4	46.0	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	46.8	45.9	Close to average
2022/23 (final)	45.7	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)	-0.32	-0.03	Below
2022/23 (final)	-0.13	-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 (revised)	21.6%	25.8%	Close to average
2023/24 (final)	30.0%	25.8%	Close to average
2022/23 (final)	25.8%	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)	29.9	34.9	Below
2023/24 (final)	37.6	34.6	Close to average
2022/23 (final)	35.6	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)	-0.81	-0.57	Close to average
2022/23 (final)	-0.58	-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)	21.6%	53.1%	-31.5 pp
2023/24 (final)	30.0%	53.1%	-23.1 pp
2022/23 (final)	25.8%	52.4%	-26.6 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)	29.9	50.4	-20.5
2023/24 (final)	37.6	50.0	-12.4
2022/23 (final)	35.6	50.3	-14.7

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)	-0.81	0.16	-0.97
2022/23 (final)	-0.58	0.17	-0.75

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)	96%	91%	Above
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	96%	94%	Average

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)	7.3%	8.1%	Close to average
2023/24 (3 term)	8.3%	8.9%	Close to average
2022/23 (3 term)	8.6%	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)	20.7%	21.9%	Close to average
2023/24 (3 term)	26.4%	25.6%	Close to average
2022/23 (3 term)	25.6%	26.5%	Close to average

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.

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