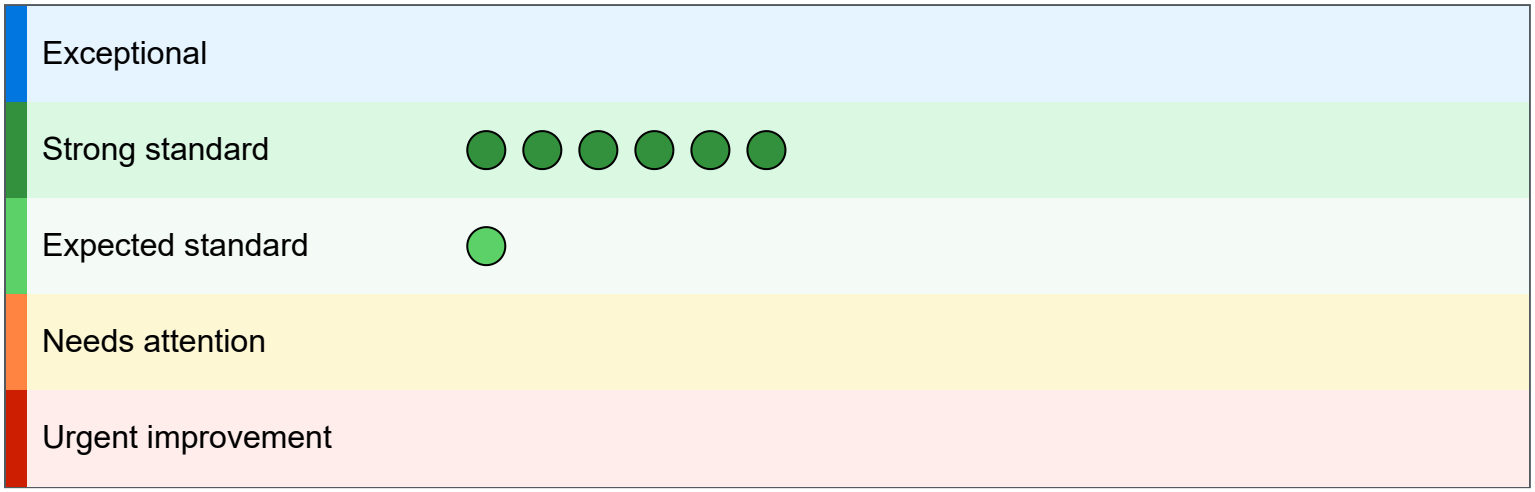
All Saints' Catholic Voluntary Academy

Address: Broomhill Lane, Mansfield, Nottinghamshire, NG19 6BW

Unique reference number (URN): 140698

Inspection report: 15 September 2026



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 consistently achieve well, and outcomes have improved over time. Disadvantaged pupils achieve outcomes in external examinations that are consistently above national averages. Pupils consistently make progress from their starting points, including those with special educational needs and/or disabilities. Pupils' work demonstrates that they know and remember more over time and that they make links between the different aspects of their learning. They can recall information and communicate their understanding intelligently, in both speech and writing.

Pupils who need the most help in important areas of their learning, such as reading, receive the support that they need to catch up with their peers. Published outcomes in subjects at Key Stage 4 are above national averages. This includes the proportion of pupils who achieve grade 5+ in both English and mathematics. Pupils are very well prepared for their next steps. Leaders work well with pupils, families and local providers to ensure that pupils secure positive post-16 destinations.

Attendance and behaviour

Strong standard

Leaders have ensured that pupils attend well. Over time, pupils have attended at rates above national averages, including those who are disadvantaged or have special educational needs and/or disabilities (SEND). Leaders have established effective systems and processes to record and analyse attendance information. They take decisive action to support pupils when their attendance falls. Leaders find out pupils' barriers to attending and work with families to overcome them. Initiatives run by leaders, such as 'challenge 25', promote high attendance. As a result, the proportion of pupils who are persistently absent is consistently and significantly below national averages.

Leaders have established a consistent climate of positive behaviour in the school. Pupils are polite and considerate in their interactions with others. Deeply respectful relationships have been established between pupils and teachers. As a result, pupils engage productively in their learning and are keen to do well. Leaders deal effectively with behaviour that falls below their high expectations. They make decisions in the best interests of pupils when educating pupils about how to improve their behaviour or applying sanctions. Pupils are supported to reflect on their choices when they get things wrong and are reintegrated into school purposefully. Suspensions, including for disadvantaged pupils and those with SEND, are consistently below national averages. Any bullying or alleged bullying is taken seriously and dealt with promptly and effectively.

Curriculum and teaching

Strong standard

Leaders have implemented an ambitious, broad and balanced curriculum. It is well sequenced and pupils build their knowledge year-on-year, developing detailed and increasingly sophisticated understanding of the subjects that they study. Leaders have ensured that the curriculum and its teaching are inclusive and that when adaptations are made, they are in the best interests of pupils. Teachers skilfully use their expert subject

knowledge and the information that they receive about individual pupils to ensure that pupils with special educational needs and/or disabilities receive the personalised support that they need to be successful.

Leaders analyse the impact of the curriculum and implement strategic changes to improve outcomes for pupils. They have ensured that teaching is consistently high quality. Teachers design lessons that build on prior learning and enable pupils to engage with the most complex concepts in the subjects they teach. The learning opportunities that they provide for pupils focus precisely on the important knowledge that pupils need to learn and create opportunities for pupils to practise applying their knowledge. Teachers carefully check pupils' understanding and consistently provide feedback that helps pupils to address misconceptions and deepen their learning. They ensure that pupils are engaged and respond eagerly to their teachers' advice. Any pupils requiring additional support with their reading or essential knowledge of mathematics receive bespoke support and rapidly fill any gaps in their knowledge.

Inclusion

Strong standard

Leaders have established an inclusive ethos, focused on pupils' needs and experiences. They are strategic in their approach to identifying the barriers to learning that some pupils face. Pupils receive consistently high-quality support and overcome those barriers. Leaders use additional funding to deliver positive benefits for disadvantaged pupils. For example, they put in place training that has resulted in the establishment of impactful teaching approaches that support disadvantaged pupils and those with special educational needs and/or disabilities (SEND) to progress very well from their starting points.

Leaders have made recent changes that have rapidly improved the effectiveness of support for pupils with SEND. Leaders across the school work collaboratively to check the progress of pupils who have barriers to their learning. This ensures that no pupil in need of support is missed and that adaptations to learning are thoughtful and impactful. Leaders work effectively with external agencies to the benefit of the pupils. Pupils, including those who are known or previously known to social care, are well supported academically and with their wellbeing. Leaders use alternative provision for pupils effectively. They ensure that the provision has a positive impact on pupils and regularly review what is in place so that they can support pupils with their next steps, including when this is to reintegrate into full-time, mainstream education.

Leadership and governance

Strong standard

Leaders care deeply about pupils and are ambitious for what they can achieve. Leaders are strategic and considered in the choices that they make. The inclusive community that they have established supports pupils from all backgrounds and starting points. Leaders carefully review the impact of their work and know their school well. They work strategically to build on the school’s strengths and prioritise the right areas for improvement to support pupils. Leaders are passionate about pupils achieving the best outcomes that they can. They work effectively with the trust and those responsible for governance to establish clear development plans. Leaders are considerate of staff workload and wellbeing in the

implementation of these plans. They ensure that staff benefit from high-quality professional learning. This helps staff to improve their practice and has a positive impact on pupils.

Trustees and governors have the knowledge that they need to be effective in holding leaders to account. They engage in ongoing training to ensure their knowledge remains up to date and their practice continues to be effective. Trustees and governors carefully analyse the information that they gather about the school's work. They understand how well leaders' ambitious plans are realised and when to provide challenge and support. Leaders know their community very well. Pupils and parents refer to the sense of family they experience as members of this community. School and trust leaders work collaboratively, share information effectively and make timely and considered decisions that have a positive impact on pupils and staff.

Personal development and wellbeing

Strong standard

Leaders have implemented a coherent and extensive programme for the personal development and wellbeing of pupils. This includes comprehensive careers education and guidance that builds sequentially so pupils are ambitious, consider their options and make informed decisions. Leaders have thoughtfully designed a programme of visiting speakers, experiences of the workplace and links between careers and curriculum subjects. This helps pupils to identify their goals and understand how to achieve them. They typically achieve their post-school ambitions.

Leaders are passionate about ensuring that pupils are well prepared for life in modern Britain. Pupils learn about important concepts such as respect, diversity and democracy. They become mature and reflective individuals. The relationships and sex education curriculum is equally well considered. Pupils understand healthy relationships and how to respect one another.

Pupils benefit from a wide range of opportunities to develop their character. This includes opportunities such as the Duke of Edinburgh's Award and becoming a representative in the chaplaincy team. Pupils understand the importance of contributing to their community inside and outside the school gates and are proud to do so. For example, Year 9 pupils support their Year 7 counterparts in peer mentoring sessions.

Leaders ensure that everyone is included and barriers to participation, including for disadvantaged pupils, are removed. They track participation in extra-curricular activities and trips and analyse the information gathered effectively, ensuring that each pupil can benefit from the school's wider offer. Leaders are responsive to the feedback they receive from pupils, families and staff. They use this information and their work with external partners to further enhance the programme to support pupils' development and wellbeing. Leaders have created initiatives such as the 'mental health action group' that enable pupils to take an active role in supporting the wellbeing of themselves and others.

Expected standard

Post-16 provision **Expected standard**

Leaders have high ambitions for students in the sixth form. Teachers design lessons that help students to build their knowledge. They check students' understanding and promptly address any misconceptions. Teachers adapt learning opportunities, when necessary, and students with special educational needs and/or disabilities consistently make progress from their starting points. Students' outcomes in external examinations are typically close to national averages. Students are well prepared for their next steps. Leaders have taken strategic steps to improve student outcomes further, and this has improved the progress made by students over time. Sometimes, students with lower starting points, particularly those studying A-level qualifications, do not make as much progress as they could.

Leaders have ensured that sixth-form students are part of the wider school community and are positive role models for younger pupils. Students can take part in a wide range of enrichment and leadership opportunities. Many take an active role in supporting the school community through involvement in student leadership, mentoring of younger pupils and charity work. The age-appropriate personal development programme provides students with the knowledge and skills to develop further and prepare for the world beyond school. The comprehensive careers programme that leaders have implemented is effective in supporting students to reach their chosen destination.

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

Pupils are welcomed as individuals to this inclusive school, where staff provide for their wellbeing as well as their academic progress. The Catholic values of the school are demonstrated by pupils in the care and support that they provide for one another. Older pupils actively seek out opportunities to help and encourage their younger peers, both academically and pastorally. Pupils are provided with multiple extra-curricular opportunities that enhance their experiences and help them to feel part of the school community. They develop their social skills and confidence as they make friends with their peers across the school by participating in coding and creative writing clubs that are open to all ages.

Pupils value their education and engage positively with their lessons. They learn from a broad and balanced curriculum that prepares them well for their next steps. Pupils form positive and supportive relationships with their teachers. They benefit from the guidance that staff offer and feel confident in approaching staff when they need advice. Reasonable adjustments that are made for pupils with special educational needs and/or disabilities and those who face other barriers to their learning enable them to participate fully as valued members of the school community. They are well prepared for adult life.

Pupils are consistently well mannered in their interactions with each other and staff. Pupils’ confidence and humility shine through in their warm welcome to visitors to the school. Pupils and post-16 students take up leadership roles and work together positively to improve the experiences of their peers. Bullying is extremely rare, but when it does happen, the pupils

involved are very well supported by leaders. Pupils are kept safe and taught how to stay safe.

Next steps

- Leaders should continue to refine the approaches that they use to support post-16 students to consistently achieve the best possible outcomes, especially for students studying A-level qualifications.
- Leaders should continue their careful analysis so that they design strategies to ensure that pupils with the most complex special educational needs and/or disabilities consistently make transformational progress from their starting points.

About this inspection

This school is part of Our Lady of Lourdes Catholic Muti-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), James McGeachie, and overseen by a board of trustees, chaired by Nigel Stevenson.

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

This inspection took place on 15 and 16 September 2026.

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 inspectors spoke with leaders, the CEO, trustees, governors, staff and pupils on 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.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Nottingham. Its last section 48 inspection was 29 and 30 April 2026.

The school currently uses 4 unregistered alternative provisions.

Headteacher: Carlo Cuomo

Lead inspector:
Stephen Whitney, His Majesty's Inspector

Team inspectors:
Michael Wilson, Ofsted Inspector
Julie Sheppard, Ofsted Inspector
Teresa Roche, Ofsted Inspector
Mike Pride, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

1,130
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: 1,063

School capacity

1,107
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)

20.48%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

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

1.50%
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: 3.53%

Pupils with special educational needs (SEN) support

10.27%
Below average

What does this mean?

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

National average: 14.0%

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 (final)	47.9%	45.4%	Close to average
2023/24 (final)	47.3%	45.9%	Close to average
2022/23 (final)	51.1%	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)	51.6	46.1	Above
2023/24 (final)	50.9	45.9	Above
2022/23 (final)	49.7	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)	0.37	-0.03	Above
2022/23 (final)	0.34	-0.03	Above
2021/22 (final)	0.18	-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)	14.7%	25.8%	Below
2023/24 (final)	24.2%	25.8%	Close to average
2022/23 (final)	32.3%	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 (final)	40.7	34.9	Above
2023/24 (final)	40.0	34.6	Above
2022/23 (final)	39.8	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)	-0.44	-0.57	Close to average
2022/23 (final)	-0.25	-0.57	Above
2021/22 (final)	-0.24	-0.55	Above

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)	14.7%	53.1%	-38.4 pp
2023/24 (final)	24.2%	53.1%	-28.9 pp
2022/23 (final)	32.3%	52.4%	-20.2 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 (final)	40.7	50.4	-9.7

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	40.0	50.0	-10.0
2022/23 (final)	39.8	50.3	-10.5

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)	-0.44	0.16	-0.61
2022/23 (final)	-0.25	0.17	-0.42
2021/22 (final)	-0.24	0.15	-0.40

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

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)	31.98	35.00	Close to average
2023/24 (final)	32.50	34.38	Close to average
2022/23 (final)	32.61	34.16	Close to average

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)	-0.2	0.0	Below
2023/24 (revised)	-0.3	0.0	Below

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)	6.7%	8.4%	Below
2023/24 (3 term)	7.2%	8.9%	Below
2022/23 (3 term)	7.3%	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)	17.3%	23.4%	Below
2023/24 (3 term)	20.0%	25.6%	Below
2022/23 (3 term)	19.7%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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