

All Saints Catholic College

Address: 75 St Charles Square, London, W10 6EL

Unique reference number (URN): 100503

Inspection report: 7 July 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.

Inclusion

Exceptional 

Within this kind, caring school, all pupils are able to flourish, thrive and achieve. Leaders continually adapt provision to meet pupils' changing needs. This includes pupils with special educational needs and/or disabilities (SEND), pupils who are known (or previously known) to social care and other pupils facing barriers to their learning and/or wellbeing.

Provision for pupils with SEND is exceptional. The school has a large number of pupils with education, health and care plans and this is continuing to increase. Leaders have responded by developing additional capacity and expertise. This ensures that pupils with SEND receive highly effective support and make excellent progress over time.

Pupils who attend the school's resourced provision, the 'Bethlehem Centre', receive expert support provided by highly skilled specialist staff. These pupils make excellent progress while remaining fully included in the wider life of the school.

Leaders are highly knowledgeable about individuals and groups of pupils. They share information effectively with staff about pupils through 'pupil passports'. Teachers understand pupils' additional needs exceptionally well. They implement expertly tailored adaptations that enable all pupils to access the ambitious curriculum.

Leaders make astute use of additional funding to remove barriers to learning for disadvantaged pupils. These pupils benefit considerably from the extra time, attention and support that this provides.

Leadership and governance

Exceptional 

Leaders and those responsible for governance are unwaveringly committed to providing pupils with exceptional standards of education and care. Everything they do is carefully designed to meet the needs of individuals and groups of pupils. As a result, pupils across the school achieve, thrive and develop a deep sense of belonging.

Leaders and staff have an exceptionally detailed knowledge of the pupils and understand the complexities of the local community. Leaders work in close partnership with parents and carers and external agencies to ensure that pupils have the support they need.

Leaders' actions have a transformative impact on 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 face other barriers. Some pupils experience extremely challenging circumstances in their lives outside of school. Leaders provide an exceptionally high level of care and support to these pupils. As a result, pupils are kept safe and remain connected with the school community, even when they are not able to attend school in person.

Staff are continuously learning and developing their professional knowledge and skills. They feel valued and supported with their workload and wellbeing.

Governors are highly knowledgeable and experienced. They fulfil their statutory duties effectively and set very high expectations for the school. During the recent leadership transition, they provided excellent support for the acting headteacher. This helps leaders to maintain high standards in all areas of the school's provision and to drive further improvements.

Personal development and wellbeing

Exceptional 

Within this school, everyone is treated with the utmost respect, regardless of background or circumstances. The school's personal development and wellbeing offer is of an exceptionally high quality. It enables all pupils to flourish and thrive as individuals and as part of a community.

All pupils take part in an impressively broad range of wider opportunities. This includes a rich programme of clubs, trips and visits. These are planned purposefully to enhance pupils' cultural awareness and deepen their understanding of their place in the world. Leaders carefully track participation, ensuring that pupils encounter a wide range of experiences. Disadvantaged pupils and pupils with special educational needs and/or disabilities are involved fully.

Leaders have put in place a very high-quality personal, social, health and citizenship education programme. Pupils are taught to understand and respect religious practices and customs. They develop a sophisticated understanding and appreciation of diverse values and beliefs. All pupils are involved with charity fundraising activities, helping them to develop positive self-esteem.

Pupils benefit from an extremely well-designed careers education programme. Leaders have developed an extensive network of partnerships with local employers, opening up wide-ranging opportunities for pupils. All pupils take part in high-quality work experience, with adaptations for pupils who need more support. As a result, pupils are exceptionally well prepared for life beyond school.

Pastoral support in this school is exceptional. Pupils feel extremely well cared for and valued as individuals. This stems from a deep-rooted belief in the inherent dignity of all human beings that is shared across the whole school community. This has a transformational impact on how pupils see themselves and each other. Pupils make the most of all the opportunities available to them. They greatly appreciate the unconditional support that they are given by staff across the school.

Strong standard

Achievement

Strong standard 

In this high-achieving school, all pupils flourish academically. They take learning seriously and relish the challenge of academic study. Pupils' attainment in national examinations is above the national average across subjects. Disadvantaged pupils achieve extremely well compared with their peers nationally.

Pupils produce work that is consistently of a very high quality. They are skilled at applying their knowledge and using subject-specific vocabulary. Pupils remember things they have learned, deepening their understanding over time.

Pupils with special educational needs and/or disabilities, pupils known to social care and looked-after pupils make significant progress from their starting points. They receive the support they need to develop strong foundations in literacy and numeracy. This ensures that they can access the wider curriculum successfully. Leaders continue to take effective action to close the disadvantage gap.

As a result of their high achievement and performance in national examinations, pupils are very well prepared for their next steps.

Attendance and behaviour

Strong standard ●

Leaders have extremely detailed knowledge of pupils' attendance and behaviour. They analyse attendance data methodically to identify patterns and trends. This enables staff to intervene early to remove barriers to attendance. Leaders provide high-quality support for attendance to pupils with special educational needs and/or disabilities, pupils known to social care, looked after pupils and disadvantaged pupils. Leaders work closely with parents and carers to improve the attendance of vulnerable pupils. As a result, the attendance of these pupils is now very positive.

Pupils are polite, courteous and self-disciplined. They are highly respectful and rarely need to be reminded to follow the school's behaviour code. This is because leaders and staff have established a culture that is highly conducive to learning. Leaders respond to pupils' changing needs swiftly and skilfully. For example, they introduced a behaviour curriculum that is taught explicitly to all pupils. This helps to reinforce high expectations across the school.

Leaders have put in place highly appropriate adjustments to help pupils improve their behaviour. This includes the 'Emmaus Room', which is designed to give pupils reflection time. These approaches have led to improved attendance and a significant decrease in suspensions.

Curriculum and teaching

Strong standard ●

Teaching is highly effective across subjects and year groups. Teachers check pupils' understanding well and identify misconceptions. New learning builds expertly on what pupils already know and can do. Teachers give feedback in a way that shows pupils how to improve.

Staff understand how to adapt lessons for pupils with special educational needs and/or disabilities. Pupils who need extra help receive high-quality support from well-trained specialist staff. This ensures that these pupils can access the curriculum and achieve positive outcomes. Extra support for pupils who are still learning to read helps them to catch up quickly with their peers.

Leaders provide excellent strategic leadership of the suitably ambitious curriculum. They make astute decisions about further improvements, for example when planning the reintroduction of GCSE triple science.

Leaders have a very accurate understanding of how to further improve the curriculum and teaching. They have been working this year to increase the speed at which teachers move from one part of a lesson to another. Leaders have also reviewed and relaunched the whole-school literacy strategy. Their drive to keep improving the quality and consistency of teaching and the curriculum has a very positive impact.

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

All Saints Catholic College is an exceptionally inclusive school where everyone is welcomed and treated with respect. Leaders and staff have created a culture in which every individual is recognised for their inherent dignity and worth. This ensures that all pupils can flourish, regardless of their background or circumstances.

Pupils develop a strong sense of belonging because they know they are accepted and cared for as individuals. As a result, they achieve positive outcomes, both academically and personally. Leaders have high expectations, genuine compassion and an unwavering commitment to supporting pupils and their families. This underpins every aspect of the school's work, creating a community where pupils feel safe, confident and able to thrive.

Pupils' behaviour is exemplary in lessons and during social times. They are highly committed to their learning and demonstrate exceptionally positive attitudes. Pupils move around the school calmly. They conduct themselves maturely during breaktimes, lunchtimes and lesson changeovers.

Leaders and staff know pupils extremely well as individuals. They celebrate pupils' achievements and provide additional help when it is needed. Relationships between pupils and staff are warm, respectful and trusting. Pupils treat each other with kindness and respect. Bullying is rare. When it does happen, leaders deal with it swiftly and effectively. Consequently, pupils feel safe, attend frequently and enjoy coming to school.

High-quality teaching and a broad, ambitious curriculum enable pupils to make rapid progress from their starting points. As a result, pupils achieve outcomes that are consistently above national averages in external examinations. They take part in a wide range of extra-curricular opportunities that enhance their personal development. By the time they leave the school, pupils are exceptionally well prepared for the next stage of their lives.

Pupils' additional needs are identified accurately by highly skilled, well-trained staff. Leaders tailor adaptations carefully so that barriers to learning and wellbeing are reduced rapidly. Leaders, staff and pupils embody the school's values through their kindness, care and compassion.

Next steps

- Leaders should ensure that they continue to improve the quality and consistency of the curriculum and teaching, so that it has a transformational impact on the achievement of all pupils, including those experiencing socio-economic disadvantage.
 - Leaders should ensure that recent improvements in attendance are sustained, particularly for disadvantaged pupils and those with special educational needs and/or disabilities, so that persistent and severe absence continues to reduce.
-

About this inspection

The chair of the board of governors in this school is Amanda Sayers.

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

The inspection took place on 7 and 8 July 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.

Inspectors spoke with the acting headteacher, senior leaders, staff, pupils and governors 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.

Inspectors confirmed the following information about the school:

The school includes a specially resourced provision for 12 pupils with special educational needs and/or disabilities.

The school makes use of one registered alternative provision.

The school is currently led by an acting headteacher, Paul Walton.

Headteacher: Andrew O'Neill

Lead inspector:

Katharine Vincent, His Majesty's Inspector

Team inspectors:

Karlene Dampha, Ofsted Inspector

Alan Blount, Ofsted Inspector

Karim Ismail, Ofsted Inspector

Suzanne Rowson, 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 7 July 2026

School and pupil context

Total pupils

846

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

900

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: 1,154

Pupils eligible for free school meals (FSM)

41.84%

Above average

What does this mean?

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

National average: 28.9%

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

8.63%

Well 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

14.30%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MSI - Multi-Sensory Impairment, PD - Physical Disability, MLD - Moderate Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

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)	53.8%	45.4%	Close to average
2023/24 (final)	61.5%	45.9%	Above
2022/23 (final)	46.0%	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 (final)	51.3	46.1	Above

Year	This school	National average	Compared with national average
2023/24 (final)	53.9	45.9	Above
2022/23 (final)	49.0	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)	0.69	-0.03	Above
2022/23 (final)	0.12	-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)	35.3%	25.8%	Above
2023/24 (final)	45.9%	25.8%	Above
2022/23 (final)	44.1%	25.2%	Above

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)	41.6	34.9	Above
2023/24 (final)	46.5	34.6	Above
2022/23 (final)	45.6	35.0	Above

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)	0.26	-0.57	Above
2022/23 (final)	-0.15	-0.57	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)	35.3%	53.1%	-17.8 pp
2023/24 (final)	45.9%	53.1%	-7.2 pp
2022/23 (final)	44.1%	52.4%	-8.4 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)	41.6	50.4	-8.8
2023/24 (final)	46.5	50.0	-3.5
2022/23 (final)	45.6	50.3	-4.7

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)	0.26	0.16	0.09
2022/23 (final)	-0.15	0.17	-0.32

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)	88%	92%	Average
2022 leavers (revised)	95%	93%	Not available
2021 leavers (revised)	96%	94%	Not available

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)	9.6%	8.4%	Close to average
2023/24 (3 term)	9.2%	8.9%	Close to average
2022/23 (3 term)	8.8%	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 (3 term)	25.3%	23.4%	Close to average
2023/24 (3 term)	27.0%	25.6%	Close to average
2022/23 (3 term)	24.5%	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.

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



