

Mount Carmel Roman Catholic High School, Hyndburn

URN: 119804 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Typically, pupils at this school achieve well. This is reflected in their results in national examinations, which have improved over time. The above-average progress that pupils, particularly those who are disadvantaged, make from their starting points is particularly noteworthy. This reflects the school's highly effective approach to ensuring that its most vulnerable pupils achieve well. In many subjects, pupils' attainment in national assessments is also in line with national averages. This includes pupils' average attainment across the English Baccalaureate suite of subjects. In the main, pupils across the school learn the curriculum well. In most subjects, they build deep bodies of knowledge that prepare them well for their

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in education. Nevertheless, in a small number of subjects, pupils' learning is less secure. This is because, at times, gaps in pupils' knowledge are not identified and addressed as promptly as they could be.

Curriculum and teaching

Expected standard

Leaders have ensured that subject curriculums are carefully designed. Consequently, teachers are clear about what pupils should know to be ready for their next stage of learning. Leaders' accurate understanding of curriculum quality enables them to tailor their actions appropriately to improve each subject. Teachers use their subject knowledge well to explain difficult concepts to pupils. Teachers routinely use effective strategies to make learning accessible to all and are acutely aware of those pupils who require additional support. These pupils receive the help that they need to learn successfully. Teachers frequently check pupils' understanding. In the main, these checks appropriately inform teachers' decisions about when to revisit learning and when to move on. However, in a few subjects, teaching does not check how well pupils are doing as closely as it could. This hinders teachers in identifying and addressing gaps in pupils' understanding. The school knows which pupils have gaps in their reading, writing and mathematics knowledge. These pupils benefit from appropriate support from suitably trained staff. Leaders' work to support pupils still developing their reading skills has been particularly effective. These pupils learn to read fluently and confidently.

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Inclusion

Strong standard

The school's inclusive culture is a real strength. It is rooted in the sense of belonging that permeates the school and is particularly evident in the way that vulnerable pupils are supported. Leaders have robust systems to swiftly and thoroughly identify any additional needs or barriers to learning that pupils may have. Staff receive a wealth of information about these pupils. Comprehensive training ensures that staff use this information to good effect to help pupils to achieve well and to get involved in the wider life of the school. Leaders collaborate well with external agencies, for example to support pupils known to social care or those with special educational needs and/or disabilities. The school also works closely with pupils' families. Staff develop highly positive relationships with pupils that help to inform the high-quality support that pupils receive. Alternative provision is used appropriately. Leaders make suitable checks to ensure that the provision is safe and meets pupils' needs. The school's pupil premium strategy is implemented well to help reduce any barriers to success that disadvantaged pupils might face. Leaders monitor the impact of this strategy carefully. The achievement of disadvantaged pupils in national examinations is testament to the effectiveness of the school's approach. Personal development and well-being Strong standard Leaders have carefully crafted a programme of personal development that is woven through all aspects of school life. Being mindful of the school's context, they have placed a notable emphasis on providing enrichment opportunities that pupils might not ordinarily access. For example, pupils spoke with great enthusiasm about recent trips to museums and places of local historical interest, as well as the vast array of clubs that they attend. Leaders are committed to removing or reducing any barriers to participation so that all pupils benefit from the school's extensive offer. Leaders' rigorous monitoring of pupils' participation ensures that those who will benefit the most are included. Pupils learn about a wide range of topics that help them to understand and navigate life in modern Britain, including how they can keep themselves safe from risk. For instance, pupils talk with maturity about healthy relationships and managing their mental health and wellbeing. They develop a sound grasp of the fundamental British values, including the importance of being respectful of difference. Pupils' understanding of such concepts is reflected in the respectful way that they behave towards each other. Pupils value opportunities to contribute to the community, both within the school and beyond. As such, they relish the multitude of leadership roles on offer, including librarians, sports representatives, charity and wellbeing leaders. These roles help to develop pupils' understanding of behaving responsibly. Pupils perform these roles with pride.

The school provides a comprehensive careers programme that prioritises raising pupils' aspirations. Pupils are well informed about the opportunities that are available to them when they leave school. They particularly appreciate visits from former pupils who share their own experiences. The information and guidance that pupils receive, together with the school's personal development programme, help to instil pupils with the knowledge and experiences that they need to embrace their

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with confidence. Expected standard

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Leadership and governance

Expected standard

Leaders and governors make decisions with pupils' best interests front and centre. These decisions reflect leaders' unwavering commitment to raising the aspirations and improving the life opportunities of pupils. Particularly careful attention is given to identifying and meeting the needs of pupils who face barriers to their learning or wellbeing. The support that these pupils receive, and the extent to which it enables them to thrive both academically and personally, is worthy of note. Governors know the school well and undertake their statutory duties effectively. They share leaders' sound understanding of the school's strengths and of what could be improved further. Leaders have prioritised their actions for improvement sensibly and, in the main, these actions have been effective. For instance, the school's work to support pupils to read well has made a tangible difference. It has enabled those pupils to access the curriculum more successfully. However, in a couple of areas, most notably attendance, leaders' analysis of their actions is less thorough. This means that some improvements are not as rapid as they could be. Staff and pupils alike feel that they are part of the Mount Carmel family. Staff appreciate the emphasis that leaders place on their wellbeing, including by ensuring that their workload is manageable. A carefully considered, evidence-informed programme of professional learning has helped to develop the expertise of staff at all stages of their careers.

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

Pupils are welcomed as valued members of the Mount Carmel family from the moment they join this school. Consequently, they quickly develop a strong sense of belonging that is underpinned by highly positive relationships with staff and with each other. Staff know pupils well, including those who are disadvantaged or who have special educational needs and/or disabilities. As a result, staff quickly spot any pupils who might need reassurance or support. Pupils' individuality is celebrated. This helps them to feel safe and to have the confidence to be themselves. Bullying is rare and, when it does occur, pupils rightly trust staff to resolve it quickly. Leaders have high aspirations for pupils' achievement, born out of their understanding that positive educational experiences can help to overcome social disadvantage. This ambition is evident in the very high proportion of pupils who take the English Baccalaureate suite of subjects. Pupils benefit from carefully designed subject curriculums that are typically taught well. Staff take a vigilant approach to identifying and reducing any barriers to learning that pupils may have. In the main, pupils achieve well. Many make remarkable progress from their starting points, particularly those pupils who are disadvantaged. This is reflected in national examination outcomes. Photos of pupils joyfully participating in enrichment activities adorn the school corridors, celebrating the multitude of enrichment opportunities that leaders provide. Pupils are keen to nurture new talents or interests, from American football to performing in the school's annual production. They also embrace leadership roles that enable them to serve the school community. For example, prefects act as positive role models during social times. Most pupils benefit fully from all that the school has to offer because they enjoy learning, behave well and attend school regularly.

Next steps

- Leaders should strengthen their work to secure regular school attendance from those pupils who persistently

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miss out on their education.

- Leaders should ensure that assessment strategies are closely aligned with the knowledge in the curriculum across all subjects, so that teachers consistently make astute decisions about what to teach and when to teach it.

Attendance and behaviour

Expected standard

The school has prioritised improving pupils' attendance and punctuality. For instance, leaders have increased capacity in the school's attendance team. This has enabled leaders to work more closely with the families of those pupils who miss school frequently. In addition, leaders have used their thorough understanding of the local community to introduce targeted additional support, such as health initiatives. Leaders' work has made some positive gains. Overall, pupils' attendance is broadly in line with national averages. That said, leaders' oversight of the impact of their work to help pupils who are persistently absent is not as thorough as it could be. At times, this limits how effectively the school tackles the barriers to regular attendance for some pupils. Pupils' highly positive attitudes towards school and their learning are evident in their adherence to the rules and routines that help the school day to run smoothly. It is the norm for pupils to do the right thing without being asked. They are respectful and respond quickly to prompts from staff, who uphold the school's expectations of behaviour consistently well.

Staff have created a safe haven for pupils, where they typically do not worry about bullying or discriminatory behaviour.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/mount-carmel-roman-catholic-high-school-hyndburn-accrington>