



Alsop High School

A Guide to our
Ofsted Inspection
Report 2026

AMBITION

RESPECT

COMMUNITY

A Message from Senior Leaders

Dear Parents and Carers,

We are sharing this booklet with you to highlight some of the key messages from our recent Ofsted inspection. The inspection report highlights several key areas for improvement, all of which aligned with our views. We have been honest with our school community about what needs to improve and we are relentless in our commitment to ensure Alsop achieves its potential in becoming a beacon school for the families of Walton and beyond.

During the inspection, the inspection team recognised and appreciated many aspects of the school's work that deserve to be celebrated and these have been highlighted in this publication. It is right that we share the improvements in the last 12 months, as well as the areas we are still working to improve.

Across the last 12 months, our focus has been to set a new culture of behaviour, with clear, consistent adult and student routines and new learning habits. We have built a new leadership team and to set a clear three-year improvement strategy. We are now one year into that strategy. Much of this work is beginning to show positive impact but we are realistic that not all changes are yet fully embedded.

The overall judgement from the visit is that several areas "require significant improvements". Inspectors were required to evaluate the school over a three-year period, dating back to 2023, since our last inspection. This means that a significant proportion of the evidence informing the judgement reflects a time before the current leadership structure and improvement strategy were fully in place.

Importantly, Ofsted also recognised that we are a highly open, reflective and transparent leadership team. Inspectors commented positively on our honesty about where the school is currently and our clarity about where it needs to go. We know improvement is required, we know precisely what needs to change and we are committed to delivering that change.

Alongside the clear areas for improvement, the report identifies many strengths, including safeguarding, recent improvements to behaviour, stabilised leadership, pastoral care, careers education and strong support for students new to the country. These are not accidental; they are the result of deliberate leadership action and provide strong foundations for the next phase of our work.

It is a privilege to lead this wonderful school through this period of change and from experience, embedding sustainable improvements takes time. We are extremely confident that the school is in a much more stable position and there is a strong foundation to build upon. Indeed, during the inspection, inspectors reported that several staff and students told them that the school is better today, than it has ever been.

We are guided by our mission of "achieving excellence together". Everything we do is rooted in our core values of Ambition, Respect and Community. Our direction is clear; our strategy is in place and momentum is building. We will continue to be open and transparent with you, always focused on the hard work that is needed to secure the high-quality education your child deserves. Our promise to you is that we will work tirelessly to make sure your child has the best possible experience at Alsop High School.

Mr J Kerfoot
Executive Principal
Alsop High School

Mr P Mee
Head of School
Alsop High School

Mr C Wilcocks
Chief Executive Officer
Omega Multi-Academy Trust



What We Do Well

Whilst our Ofsted report highlights significant areas that need further improvements, inspectors recognised many positive aspects and made judgements that reflect the ongoing work to improve the outcomes for our whole school community. We would like to share some of these highlights with you.

Safeguarding

"The school has an open and positive culture of safeguarding, many pupils feel safer at school than they used to. This is helped by the positive relationships that they have with staff"

OFSTED

We are very proud of this judgement. Keeping your children safe is our top priority and we take that responsibility very seriously. Inspectors confirmed that Alsop High School has a positive safeguarding culture, where leaders and governors meet all their legal duties and staff respond quickly and effectively to any concerns. Pupils told Ofsted they feel safe in school and supported by the positive relationships they have with staff.

This reflects the consistent work of all staff, particularly our dedicated safeguarding team, in ensuring that every child is known, supported and kept safe.



Leadership

"New leaders have been appointed over the last 18 months. They are beginning to take sensible steps to improve the school"
OFSTED

"Recently, things have begun to change. Leaders have begun to address those aspects of the school that require significant improvement"
OFSTED

"Leaders are refining the content of many subject curriculums to better meet pupils' needs"
OFSTED

A new leadership structure has been established, bringing greater stability, clearer direction and a strong focus on the areas that needed to improve. Inspectors recognised that leaders are taking sensible and necessary steps, openly addressing weaknesses and beginning to bring about change.

Alongside this, we are now refining our curriculum so that it better meets the needs of all students and supports teachers to deliver high-quality lessons. This is central to improving outcomes and ensuring students are well prepared for their next steps.

We are already seeing signs of improvement. Attendance is rising, internal truancy has been virtually eradicated and there is a stronger sense of culture across the school. Visitors regularly comment on the warm welcome from our students and staff. Many students and colleagues told inspectors that the school "is the best it has been in their time here".

We are realistic that there is still more to do. However, you can be confident that leaders understand what needs to improve and are working with urgency, clarity and determination to secure lasting change.



Support

“Staff are generally positive about the support that they receive....teachers reported that the professional development programme is helping them to develop their subject knowledge”
OFSTED

“Leaders provide a structured pastoral support system. External agencies, for instance those that specialise in counselling and bereavement support, are used well to support those pupils who need it”
OFSTED

“Pupils in Year 7 who struggle with reading get appropriate support. This helps them to catch up”
OFSTED

“Pupils new to the country, many of whom are in the early stages of speaking English, are supported well by staff. Many make rapid gains in their written and spoken English”
OFSTED

Inspectors recognised the strength of support across the school, both for staff and for students. We know that high-quality teaching is key, so we continue to prioritise professional development to ensure every child is supported by a knowledgeable and skilled teacher.

Alongside this, we have strengthened our pastoral systems over the last 12 months, with a dedicated team who provide structured support for those who need additional care. This includes effective use of external agencies and targeted provision for pupils who need extra help.

Reading remains a clear priority, particularly in Year 7, where support is helping students to catch up quickly. We are continuing to extend this support across other year groups to ensure that every child who needs help receives it.

We are also proud of the inclusive environment we provide. Students who are new to the country, including those at the early stages of learning English, are well supported and make strong progress. Together, this reflects our commitment to ensuring that every child is supported to succeed, whatever their starting point.

Opportunities

“Leaders provide an array of extra-curricular activities and trips. These include trips to the zoo and a residential programme for older pupils. Pupils also value the range of clubs that are available to them. They take part in a range of activities, including the Duke of Edinburgh’s Award. These help them to develop their talents and interests”
OFSTED

“Pupils receive a helpful programme of careers advice and guidance. Pupils find out about the world of work through talks from a range of professions, including successful former pupils. Pupils’ aspirations are further raised by visits from colleges and universities. Leaders provide personalised careers guidance for vulnerable pupils. An increasing number of pupils and students remain in education, employment and training when they leave school”
OFSTED

“Pupils have a voice in the running of the school. Those with leadership responsibility have contributed to recent changes”
OFSTED

We have worked hard to ensure that, alongside improving teaching and behaviour, we continue to provide a rich and varied experience for our students. Inspectors recognised the wide range of extra-curricular activities, trips and opportunities available and the positive impact these have on developing students’ interests and talents.

A key part of this is ensuring that students have a genuine voice in the life of the school. Inspectors noted that pupils feel listened to and are able to contribute to changes, with student leaders playing an important role in shaping recent improvements. They spoke confidently about how their feedback is acted upon and how they are helping to build a school where everyone feels able to speak up.

Our careers programme was also recognised. Students benefit from a structured and personalised programme of advice and guidance, including encounters with employers, colleges, universities and former pupils. This helps to raise aspirations and ensures students are well prepared for life beyond Alsop.

We care deeply about every student’s experience and their future. By providing meaningful opportunities, listening carefully to student voice and offering clear guidance for next steps, we are committed to ensuring that all students leave us confident, ambitious and ready to succeed.

"Pupils are rising to meet leaders' higher expectations of behaviour. Many pupils follow clearer routines at the start of the day. This helps to ensure a calm start to school. Pupils are typically attentive in lessons"
OFSTED

"Staff and many pupils recognise recent steps to improve behaviour. For instance, leaders have taken effective action to reduce truancy. Lessons are generally much calmer places for pupils to learn"
OFSTED

"Pupils who demonstrate more challenging behaviour receive extra pastoral support, including in the 'Rise and Thrive' centre. This helps them to manage their emotions"
OFSTED

Expectations around behaviour have been considerably raised and the vast majority of our students have met these higher standards and have positive relationships with staff. We have a calm start to the day and we know there have been significant improvements in classroom culture. We will continue to work with students and families who find school and learning difficult and to find ways to provide support.

Improving classroom behaviour was the first action for us to take last year. We have not finished this work but disruption in classrooms is now much less frequent. During the inspection, over 70 lessons were visited and inspectors said they saw no examples of low-level disruption. Children have the right to learn without disruption, we are relentless in our drive to ensure this is every student's experience, in every lesson, every day.

Leaders have a commitment to not give up on children. We are aiming to build on our own high-quality, inclusive provision that will help children who need that enhanced support, but also supports a calm school. We were pleased that the hard work of colleagues and children in the Rise and Thrive provision was recognised. Whilst this provision is a bespoke offer for only a small number of students, it demonstrates our commitment to provide support to those who find school and learning difficult and to be a school of choice for all our children.

Our Next Steps...

Whilst we think it is important to look at the “green shoots” of improvements, we are under no illusions that the job here at Alsop is done. We are absolutely committed to making the changes necessary for your children to thrive. We believe honesty and transparency are essential as we move forward together and we know your support is vital in making Alsop an amazing school for your children. We know this journey will take time and we are clear that there remains a lot of work to do. With the support of Omega Multi-Academy Trust, we are optimistic about the changes we are making and will continue to make.

Our Ofsted “Next steps” are as follows:

Leaders must ensure that teaching is of a suitable quality so that pupils and students learn and achieve more. In addition, leaders should ensure that teachers check pupils’ knowledge and understanding systematically and adapt their teaching to address any deficits, including in pupils’ knowledge of reading, writing or number.

What we are doing

We now have a fully staffed team of teachers who have the required specialist expertise. We have designed rapid improvement plans which are addressing achievement concerns. We have already revised our teaching of the Alsop lesson and are working hard to ensure our curriculum plans are high quality. There is a simple mantra amongst leaders now that student outcomes and amazing destinations are a priority and everything we do is in support of that. We have already done a lot of work on curriculum and teaching and this will continue. We have a strong literacy and numeracy catch up programme in Year 7 and we will expand the capacity to support students in all year groups.

Leaders must ensure that staff are suitably equipped to adapt their delivery of the curriculum to meet the needs of pupils with SEND. Leaders should also sharpen systems for monitoring the impact of these adaptations on pupils’ learning.

What we are doing

We recognised a year ago that this was an area that Alsop needed to work extremely hard upon. Our new SENDCO was appointed in October this year and is working tirelessly to improve our work and our communication with families of students who have additional needs. All our work is now based on ensuring that our work supports the most vulnerable students as we know, if Alsop is right for them, it is right for everyone. We are beginning to see that our SEND cohort attendance is improving and the new provisions such as Nurture, Bridge, Rise and Thrive and Restart are offering support pathways which were not available previously.



Leaders must urgently tackle the proliferation of discriminatory and prejudicial language used by pupils. Allied to this, leaders should strengthen the school's personal development programme to ensure that pupils develop a stronger understanding of matters relating to equalities.

What we are doing

We have already begun work on this. We are tackling any discriminatory and prejudicial language actively. We will enhance the Personal Development curriculum, improve pupil understanding of British values, equality and diversity and increase participation in extra-curricular activities for all pupils. We will work with our students to design a whole-school equality, diversity & values driven curriculum in Personal Development. We will campaign with all students to eradicate any unkind language and make Alsop a beacon school for kindness and inclusion.

Leaders should continue their efforts to improve pupils' attendance, especially for those who are disadvantaged or have SEND.

What we are doing

We have already seen a large leap forwards in our attendance which has made us one of the fastest moving schools in Merseyside. We care passionately about our student's life chances. We know this work needs to continue and we need the support and trust of our parents and carers. There is nothing more important than your children being in school every day, learning. We will be relentless about this and operate a "no excuses" culture until attendance of all our students in line with, or exceeding, national figures.

Summary

We hope you find this booklet useful. We are very clear that Alsop has had some difficult challenges over the last few years, however with the support of Omega Multi-Academy Trust, we are really confident that the daily experiences for our children are much stronger. This is a school where the staff care deeply and we ask them to "treat your children as if they were their own children". To hear inspectors tell us that the vast majority of the children and staff state that the school is "the best it's been in their time here" was heartening. The journey has only just begun, and with your support and our culture of 1% improvements every day, we will address these improvement areas and "achieve excellence together."

To read our full OFSTED report please click here or use the QR code below





Alsop High School

Achieving Excellence Together



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