

# Maricourt Catholic High School

**Address:** Hall Lane, Maghull, Liverpool, Merseyside, L31 3DZ

**Unique reference number (URN):** 104960

## Inspection report: 2 June 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.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

Leaders have designed a personal development programme that reflects local safeguarding and behavioural risks. It acts as a 'golden thread' throughout school life and strengthens pupils' sense of belonging. As a result, the programme contributes positively to improvements in attendance and behaviour.

Pupils learn statutory content, including age-appropriate relationships and sex education and health education, and citizenship. They develop knowledge that prepares them well for adult life. For example, pupils understand the signs of poor mental health and know how to seek support should they need it. Leaders regularly adapt the curriculum to respond to emerging needs, including local issues such as county lines. This helps pupils understand how to manage risks in their community. Leaders prepare pupils well for life in modern Britain. For instance, pupils develop their understanding of democracy through leadership elections.

Pupils benefit from a wide range of leadership opportunities. This includes roles such as wellbeing champions, anti-bullying ambassadors and Faith in Action ambassadors. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities are represented proportionately in these groups. Pupils access activities that help them to become confident, resilient and independent young people.

Leaders provide many opportunities to broaden pupils' experiences. Pupils speak positively about opportunities such as the Duke of Edinburgh's Award, sports clubs and performing arts activities. They support many local charities through substantial fundraising activities. Pupils also contribute to their local community through toy appeals, litter-picking activities and a clothing bank. Leaders track participation carefully and ensure that disadvantaged pupils are represented well. These experiences help pupils to develop the skills needed to work with others and contribute positively to society.

Leaders have designed a comprehensive careers programme that is adapted to the needs of vulnerable pupils. As a result, almost all pupils move on to appropriate education, employment or training.

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## Expected standard ●

### Achievement

Expected standard ●

Leaders' improvements to teaching are helping pupils to achieve increasingly well. This is reflected in their outcomes in national tests and examinations at the end of key stage 4. In most subjects, pupils' attainment is close to national averages. Where outcomes are weaker, leaders have identified the causes and prioritised appropriate action.

Pupils build knowledge securely over time. As a result of effective support, they generally develop the appropriate literacy and numeracy skills to access learning across the

curriculum. This is demonstrated in the work they produce in the classroom. These skills prepare pupils well for suitable next steps in education, employment or training.

In many curriculum areas, disadvantaged pupils, including those with special educational needs and/or disabilities, make progress that is similar to that of other pupils. This is evident in their responses to the tasks that teachers design for them across the curriculum.

## Attendance and behaviour

Expected standard 

Leaders have improved attendance and behaviour through the positive relationships they establish with pupils and families. They maintain an accurate understanding of attendance and behaviour patterns through careful analysis of data. This enables leaders to identify barriers and provide effective support in a timely manner.

Improving attendance is a key priority. Leaders have established a culture in which attendance matters. Staff use personalised strategies to support pupils at different stages of their attendance journey. Leaders work closely with parents and carers of pupils at risk of persistent absence. As a result, attendance is improving for all groups of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders ensure that all areas of the school contribute to positive behaviour. For example, teachers use strategies that help pupils to remain focused in lessons. Consequently, low-level disruption is rare. Leaders analyse behaviour data carefully to identify trends and emerging issues. They respond through targeted support and training for pupils, staff and families. This proactive approach contributes to a calm and respectful environment.

Bullying is rare and leaders address it quickly and effectively. They provide additional support for pupils who struggle to manage their own behaviour. This includes help from appropriate external services.

## Curriculum and teaching

Expected standard 

Leaders understand the strengths and areas for development within the curriculum. They have identified improving teaching as a whole-school priority.

The curriculum is well planned and builds on previous learning. Leaders have established clear classroom routines that staff and pupils understand well. For example, pupils articulate how teachers' questioning helps them remain focused during lessons. This contributes to an environment where pupils learn without distraction.

Teachers have secure subject knowledge. In most subjects, teaching is effective. Teachers design learning activities that sustain pupils' engagement. They routinely check pupils' understanding and adjust teaching when necessary. This helps pupils to develop skills and knowledge over time. Teachers generally select appropriate strategies to meet the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities. As a result, pupils access the curriculum successfully.

Leaders identify gaps in pupils' literacy and numeracy at an early stage. They use a range of approaches to address these gaps. For example, pupils with greater gaps in their learning

receive targeted support in small groups, while other pupils are offered more general support. Leaders' work on improving pupils' reading is more advanced than other areas of literacy and numeracy.

## **Inclusion**

**Expected standard** 

Leaders prioritise support for vulnerable pupils. They identify pupils' needs at the earliest opportunity. This is often before pupils join the school. Leaders design support plans to reduce barriers to learning. They review support for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) regularly. This ensures that support continues to meet pupils' changing needs.

Leaders have ensured that staff receive training to support pupils with SEND effectively in the classroom. Teachers apply these strategies well. In particular, skilful use of seating plans help teachers monitor vulnerable pupils closely. This reduces barriers to learning and encourages pupils to be independent.

Leaders' support for pupils who receive additional funding is appropriate. They have recently refined their approach and monitor its impact carefully. This is improving outcomes for disadvantaged pupils. For example, attendance is improving and more disadvantaged pupils participate in extra-curricular activities.

Leaders work closely with the virtual school. They design effective support plans for pupils known to social care. These plans make a positive contribution to pupils' experiences and wellbeing.

Alternative provision is commissioned appropriately and is used in pupils' best interests.

## **Leadership and governance**

**Expected standard** 

There has been a significant change in leadership recently with the appointment of new senior leaders. They have contributed to improvements across several areas of the school. These include pupils' behaviour, the personal development programme and the quality of teaching.

Leaders are ambitious and committed to continual improvement. They identify strengths and areas for development with precision and reflect carefully on the impact of their work. Although leaders are taking appropriate action, some initiatives remain at an early stage of implementation. For example, improvements in teaching are not yet fully consistent across the curriculum.

Governors bring a wide range of expertise and undertake regular training. They provide effective challenge and support for leaders. Leaders and governors share a clear vision for the school. Leaders engage positively with external organisations and welcome external review through regular audits to strengthen their work. They also contribute to local networks and share effective practice.

Staff value leaders' approach to wellbeing. They feel listened to and appreciated. Leaders take appropriate steps to manage workload. As a result, staff support the leaders' vision and

priorities. Leaders provide high-quality professional development for staff at all stages of their careers, including early career teachers. Training aligns closely with school priorities. Leaders also provide opportunities for staff to access high-quality development programmes and support them to apply their learning effectively. This is strengthening provision across the school.

## Post 16 provision

Expected standard 

Leaders have designed a broad curriculum that meets students' needs. They seek students' views when shaping the curriculum offer. Learning builds effectively on students' experiences at key stage 4. As a result of this continuity, students typically develop secure knowledge and skills across the subjects that they study.

Teachers use effective teaching methods, which help students to learn well. They demonstrate secure subject knowledge. Leaders ensure that teachers make appropriate adaptations for disadvantaged students and students with special educational needs and/or disabilities (SEND). Leaders check the quality of teaching carefully and address inconsistencies where they arise. As a result, students achieve well, including disadvantaged students and students with SEND.

Leaders place an emphasis on developing students' confidence and independence. Students undertake leadership roles that support younger pupils in a variety of ways. For example, they help younger pupils with reading and promote positive wellbeing. Leaders also ensure that students understand age-related risks and know how to respond appropriately.

Leaders provide students with a range of opportunities to prepare for their next steps. These include university visits, apprenticeship guidance and work-related experiences. As a result, all students progress successfully to their chosen destination when they leave the sixth form.

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

Pupils are happy at this school. They feel a deep sense of belonging to a wider community. They embody the school's Catholic ethos and 'Mercy Values'. Leaders know pupils well and understand their individual circumstances. This enables them to build positive relationships with pupils. As a result, pupils enjoy coming to school.

Pupils feel safe. They have several trusted adults who they can approach with concerns. They thrive in a culture of care. Pupils learn how to respond to local and national risks. For example, they undertake extensive learning about misogyny. Leaders adapt this learning so that all pupils can access it. As a result, pupils make sensible choices that help to keep them and others safe.

Pupils enjoy a calm and purposeful environment. They follow routines seamlessly, creating an orderly atmosphere around the school. Bullying is rare and leaders deal with it effectively. Pupils value a culture in which positive work is recognised and rewarded. They learn in

classrooms that are free from distraction. Teachers capture pupils' attention skilfully and use a range of approaches to reduce pupils' barriers to learning. They routinely check pupils' understanding and adapt learning when needed. As a result, pupils make appropriate progress in their learning. This is reflected in positive results in most subjects at the end of key stages 4 and 5.

Pupils benefit from a wide range of extra-curricular activities. Leaders work closely with pupils to shape this offer. Leadership opportunities help pupils to develop responsibility and confidence. For example, students in the sixth form support younger pupils with reading. Pupils speak enthusiastically about educational visits, particularly visits to Iceland and Spain. Pupils also benefit from comprehensive careers guidance. Consequently, almost all pupils progress successfully on to further education, employment or training.

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## Next steps

- Leaders should continue to improve pupils' attendance so it is consistently in line with or better than national average.
  - Leaders should continue to improve the consistency of teaching across subjects, including the use of adaptive strategies, so that pupils learn well across the curriculum.
  - Leaders should ensure that improvements to the curriculum lead to positive trends in pupils' achievement across the curriculum.
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## About this inspection

The chair of the board of governors in this school is Judith Reese.

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.

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector spoke with representatives from the local authority and the archdiocese. He also spoke with a group of governors. An inspector spoke with representatives of the alternative providers that the school uses.

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:

The school is registered as having a Catholic religious character. It is part of the Archdiocese of Liverpool. The last section 48 inspection took place in November 2019.

The school makes use of two registered and two unregistered alternative provisions.

The school has undergone a significant change since the last inspection. The chair of the governing body and some members of the senior leadership team have taken up their posts in recent years.

Headteacher: Tracy Hatton

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**Lead inspector:**

Usman Kothia, His Majesty's Inspector

**Team inspectors:**

Paula Crawley, Ofsted Inspector

Jamie Jardine, Ofsted Inspector

Sue Farrimond, Ofsted Inspector

Adele Quarless, Ofsted 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 2 June 2026

## School and pupil context

### Total pupils

**1,121**

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: 1,067

### School capacity

**1,270**

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)

**24.47%**

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

**2.05%**

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: 3.09%

## Pupils with special educational needs (SEN) support

**11.15%**

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

**Below 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) | 43.7%       | 45.4%            | Close to average               |
| 2023/24 (final) | 40.2%       | 45.9%            | Close to average               |
| 2022/23 (final) | 31.0%       | 45.3%            | Below                          |

**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) | 44.5        | 46.1             | Close to average               |
| 2023/24 (final) | 42.1        | 45.9             | Close to average               |
| 2022/23 (final) | 40.8        | 46.3             | Below                          |

**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) | -0.58       | -0.03            | Below                          |
| 2022/23 (final) | -0.80       | -0.03            | Below                          |

## 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) | 18.8%       | 25.8%            | Close to average               |
| 2023/24 (final) | 25.8%       | 25.8%            | Close to average               |
| 2022/23 (final) | 12.5%       | 25.2%            | Below                          |

### 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) | 29.7        | 34.9             | Below                          |
| 2023/24 (final) | 33.1        | 34.6             | Close to average               |
| 2022/23 (final) | 28.8        | 35.0             | Below                          |

### 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) | -1.20       | -0.57            | Below                          |
| 2022/23 (final) | -1.41       | -0.57            | Below                          |

## 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) | 18.8%       | 53.1%                            | -34.4 pp                |
| 2023/24 (final) | 25.8%       | 53.1%                            | -27.3 pp                |
| 2022/23 (final) | 12.5%       | 52.4%                            | -39.9 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) | 29.7        | 50.4                             | -20.8                   |
| 2023/24 (final) | 33.1        | 50.0                             | -16.9                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 28.8        | 50.3                             | -21.5                   |

## 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) | -1.20       | 0.16                             | -1.36                   |
| 2022/23 (final) | -1.41       | 0.17                             | -1.58                   |

## 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) | 91%         | 92%              | Average                        |
| 2022 leavers (revised) | 92%         | 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) | 27.88       | 35.00            | Below                          |
| 2023/24 (final) | 26.61       | 34.38            | Below                          |
| 2022/23 (final) | 23.60       | 34.16            | Below                          |

## 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) | -0.1        | 0.0              | Close to 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 (3 term) | 10.5%       | 8.4%             | Above                          |
| 2023/24 (3 term) | 10.5%       | 8.9%             | Above                          |
| 2022/23 (3 term) | 9.8%        | 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) | 30.2%       | 23.4%            | Above                          |

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2023/24 (3 term) | 32.0%       | 25.6%            | Above                          |
| 2022/23 (3 term) | 30.2%       | 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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