



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BROUGHTON HALL HIGH SCHOOL

LIVERPOOL

Inspection Date Wednesday 6 November 2013

Inspectors Deacon Paul Mannings Mrs. Barbara Melia

Unique Reference Number 104713

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic, Voluntary Aided, Girls Comprehensive

Age range of pupils 11-18

Number on roll 1,278

Chair of Governors Mrs Maria Eves (Acting)

Headteacher Miss Susan Clarke

School address Yew Tree Lane
Liverpool
L12 9HJ

Telephone number 0151 235 1500

E-mail address admin@broughtonhall.com

Date of last inspection Thursday 12 January 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Broughton Hall High School is a Catholic, voluntary-aided, mixed comprehensive.
- The school is under the trusteeship of the Institute of Our Lady (Sisters) of Mercy.
- The school is situated in the Liverpool Authority.
- There are 1,278 pupils on roll of whom 98% are baptised Catholic, with 1% from other Christian denominations and 1% from other world faith or religious traditions.
- The large majority of pupils are drawn from associated Catholic primary schools in the pastoral area. A small number come from a neighbouring pastoral area.
- There are 97 teachers of whom 55% are Catholic.
- The Religious Education department has ten members. Four are full time and one is part time. All are qualified in Religious Education. A further five teach Religious Education in addition to other subjects. Two are qualified in Religious Education.
- The acting subject leader has been in post since September 2012.
- The headteacher has been in post since 1 November 2013. This followed a period as acting headteacher from January 2013.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Broughton Hall High School provides good Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They are committed to living 'Gospel values which permeate the life of the school.'
- The Mission Statement encourages pupils to focus on Christian teachings and values. They apply these to their own lives through participation in wide ranging projects for community support. This is especially evident in the activities of the Young Mercy Associates.
- Pupils recognise the growth of partnership between school, the local community and pastoral areas. They have a clear sense of belonging to Church. This is promoted by school. Pupils can readily provide examples of parish involvement that has been initiated by school.
- Pupils have great pride in their school. They appreciate the commitment of staff to their wellbeing and development. Pupils are aware that Gospel values promote this caring pastoral support. They feel safe. They know this is an environment in which they are encouraged to flourish. They explain how this promotes their self-confidence. In turn they are keen to encourage and to celebrate the achievements of others.
- Religious Education enriches their Catholic life. They connect the content to their spiritual and moral development. Equally they are aware of the contribution made by the whole school curriculum.
- Pupils feel they have a say in the shaping of Catholic life. Their views are taken into account. They are involved in any review process. They feel that living the mission is rooted in partnership. For a significant group this is expressed through their interaction with school chaplaincy.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- In Key Stage 3 achievement by the end of Year 9 indicates relatively sustained improvement. Those making two levels of progress have increased from 62% (2011), to 78% (2012) with a slight dip to 75% in 2013. The judgement of good is based on this rate of progress from 2011. In the same period those making three levels of progress have ranged from 8%, to 4%, to 9% in the current year.
- In Key Stage 4 results for GCSE over the last three years for A*-C have ranged between 87%, 80% and 70%. The judgement of good is made in light of the current estimated national average for A*-C in Catholic schools which is 66.8%. The judgement is also made in light of the large cohort entry that is inclusive of wide ranging abilities.
- In Key Stage 5 the small cohorts entered for A level in the same three years shows A*-E performance rates of 100%, 78% and 100%. Grades A*-C for the same cohorts were 65%, 22% and 30%. This is a departmental cause for concern that is being addressed.

- Achievement overall for many pupils is at least good. For a significant number it is outstanding. In Year 10 rates of performance already indicate a rise in the percentage of three levels of progress.
- Pupils enjoy Religious Education. They are motivated by the content. In class there is structured and interactive support of their progress. All of this results in their determination to achieve.
- Achievement and attainment is considerably enhanced by pupils' outstanding behaviour.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- There are opportunities for pupils to lead worship. This is particularly evident in year groups. They can help co-ordinate and participate in prayer, drama and music.
- A number of form groups offer the same scope for involvement.
- Pupils appreciate opportunities for participation during reflections in Chapel. Some pupils spoke about their introduction to time for reflection therein. Here, they first experienced the appreciation of stillness and personal space. They gauged the atmosphere as conducive for prayer and quiet time. They have become used to transferring these practises to other times of prayer celebrated elsewhere in the school.
- Collective Worship enables many pupils to understand the progression of the Liturgical Year.
- A lot of pupils find the weekly themes and apply them to their daily lives.
- A smaller number have little or no knowledge of the themes. The same group of pupils state a lack of consistent and quality Collective Worship specifically in their form groups.
- Most pupils are encouraged to share their beliefs in public. They are at ease to do this particularly through discussion. They listen to the beliefs and views of others.
- Pupils are well practised in gathering reverently.
- Collective Worship encourages pupils' spiritual and moral development. The content is well linked to the Mission Statement in its exposition of Gospel values through citizenship.
- Pupils feel under no pressure to participate. Many want to, however, because private and public prayer is important to them.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- This judgement is the result of observations on the day of inspection.
- There were a number of outstanding elements. These included interactive enthusiasm and challenge accompanied by high levels of engagement. Attitudes to learning were exemplary.
- All lessons were at least good and aspired to the standards described above. All lessons demonstrated quality subject knowledge. There was effective pace and progress.
- Resources were used creatively.
- Pupils were encouraged to reflect on their work. There was an atmosphere of productivity and enjoyment. This was evident from pupils' levels of concentration and ability to self-start. They could readily identify the next stages of their work. Equally they used prior learning to support current progress.

- Teachers used effective strategies that, together with appropriately targeted support and intervention, matched most pupils' individual needs so that they learnt well. Where appropriate, this was supported by well deployed learning support assistance.
- Pupils used their marked and annotated work to increase their knowledge and understanding. Pupils were aware of their starting points. They knew their personal targets.
- In the majority of classes quality marking shows expectations of full responses from pupils. There is effective tracking of corrections.
- A minority of books show a lack of consistency in the quality of marking. This has been identified by effective departmental monitoring.
- The quality of teaching and learning contributes to the development of good achievement and attainment.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils learning is good.
- The curriculum makes an outstanding contribution to pupils' spiritual and moral development.
- Key Stage 5 general Religious Education is outstanding.
- In Key Stage 3 the process for Research, Revelation and Response is well embedded. The school still needs to ensure that in the one area where Religious Education is delivered as part of a wider curriculum framework, all pupils can readily identify its inclusion.
- In Key Stage 4 the GCSE course is entirely appropriate and successful. The alternative study pathway is well suited to pupils learning stages.
- In Key Stage 5 the Advanced Level is well established and would benefit from serious marketing. General Religious Education is well organised and rigorous in content.
- Programmes of study are well resourced.
- Activities are tailored to the capabilities of all pupils and enable their progression. They are incisively linked to the assessment activities.
- The breadth of the curriculum is inclusive of other world faiths, religions and viewpoints. Gospel values reinforce citizenship in contemporary society. There are structured opportunities for pupils' personal reflection. All of this makes a strong impact upon the school's Catholic life.
- The content promotes learning that is often stimulating and enjoyable. It makes a strong impact on rising standards in achievement.
- Consequently, the curriculum makes a good response to the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012).

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Form and year group worship takes place each day. There are meaningful services and celebrations that support the Liturgical Year.
- Other world faiths, religions and viewpoints are included.
- The co-ordinator has prepared a wide range of focus materials.
- Each week has a particular theme. There are many instances whereby staff and pupils develop these to suit their own prayer needs. Others need more specific guidance and support.

- Pupils and staff are encouraged to lead Collective Worship. This works particularly well in year groups, with each class taking a turn in presentation.
- The Chapel is a well used and appreciated focus for prayer. It is readily available for all classes.
- Provision in form groups varies in quality. Many offer prayerful and stimulating Collective Worship. Pupils are encouraged to take a lead. In a minority the opportunity for prayer is limited. In some others, however, there are frequent occasions when Collective Worship does not take place.
- There is an established process for monitoring. This is a work in progress that should be developed to ensure consistency and quality in any areas of need.
- Periodic in-service training would ensure good practice is shared.
- Collective Worship enables staff and pupils to pray together. The content is meaningfully separated from the business of assemblies. Its delivery promotes the importance of prayer as a contributor to Catholic life. It offers the scope for the sharing of gifts and talents. It provides a sense of prayerful celebration.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show outstanding understanding of and commitment to the Mission of the Church.
- They are fully versed in the knowledge and understanding of the charism of the Institute of Our Lady of Mercy. The governing body is enriched by a considerable number of experienced school leaders and inspectors. They are well versed and practised in the successful maintenance of Catholic life in their own schools. Their aim is leadership through continued practical involvement.
- Governors and other school leaders have clear direction for Catholic life. It emanates from the Mission Statement. There is an emphasis on the promotion of understanding and of sharing.
- Each school department reports regularly on its contribution to Catholic life. Findings determine challenges for maximum participation.
- Leaders listen to pupils and so encourage them to respond with enthusiasm. Pupils participate in mission reviews. They assist in planning future outcomes.
- The lay chaplain continues to provide high impact. The whole community appreciates chaplaincy. It provides members with a certainty of personal welfare. It is a role that is developing to include ever increasing partnership between school and the wider community.
- Catholic life is reflected in the whole pastoral system. This ensures the support for the wellbeing of all members. They are encouraged to thrive.
- Leaders and managers contribute to the Section 48 Self-Evaluation. This should be developed to express the full successful impact of Catholic life.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide good monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.

- The capacity for continued improvement is outstanding. This is evident from partnership and action between governors, senior leaders and the acting head of department. The departmental development plan contains clear success criteria.
- The same level of clarity should be made evident within the Section 48 Self Evaluation Document. This should include more detailed statements in support of considered judgements.
- Religious Education is firmly placed at the core of the school's Catholic life. Again, this is the result of the understanding, commitment and quality of the governing body and school leadership.
- Both the acting head of department and acting second in department provide directional leadership and management at a practical level. Rising standards in pupils' achievement and attainment is the result of robust appraisal of teaching and learning.
- Teachers' own professionalism, subject knowledge and commitment mean Religious Education is successful. They in turn are supported by opportunities for continued professional development. There are regular meetings. Good practice is shared. The school should consider encouraging those teachers without a qualification to pursue the Catholic Teachers Certificate in Religious Studies.
- Consequently Religious Education has continued to improve since the last inspection. This takes account of the raised standards in judgement criteria contained in the current Section 48 Inspection process.

What the school needs to do to improve further:

- Further development of provision for Collective Worship in form groups by:
 - use of the monitoring process to ensure full provision and delivery;
 - further guidance for some staff in full and practical exposition of weekly themes;
 - sharing examples of good practice;
 - in-service training where appropriate.
- Continue to raise pupils' achievement by:
 - increasing the already good rates of progress by the end of Key Stages 3 and 4;
 - continued improvement in performance at A Level.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
