

# Broughton Hall Catholic High School

Yew Tree Lane, West Derby, Liverpool, Merseyside L12 9HJ

## Inspection dates

15–16 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Despite the strengths of the headteacher and governors, other aspects of leadership are weaker and require improvement.
- The leadership of teaching requires improvement. Leaders' application of quality assurance systems to monitor and improve teaching across departments is inconsistent. As a result, improvement has been uneven.
- Subject leadership is not fully effective. This leads to pockets of weaker teaching and pupils' progress in some departments.
- Despite recent improvements, leaders' use of the funding provided for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) requires further strengthening.
- Weaker teachers too rarely use assessment information to set tasks that challenge pupils to think deeply.
- Despite an improving picture overall, too many pupils do not make good progress, especially in mathematics and science.

### The school has the following strengths

- The school benefits from a strong headteacher. She is tireless in seeking ways to secure a good quality of education for all pupils.
- Governance is effective. Governors are equipped to challenge senior leaders and bring about the improvements required.
- Teaching is strong in English and Spanish, where pupils are challenged to think deeply.
- Current pupils make better progress than previously. They make especially strong progress in English and Spanish.
- Pupils benefit from good-quality careers guidance. This secures their high aspirations.
- Leaders' work to strengthen the curriculum has been effective. The range of courses that they provide meets pupils' needs.
- Pupils attend school regularly. Their behaviour is consistently good around school and in lessons. They are keen to learn.
- Pupils say that they feel safe and cared for in school. They are confident and courteous.
- Students are taught well in the sixth form. They make good progress in the academic and vocational courses that are provided.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management, by:
  - securing good leadership of SEND
  - ensuring that the use of pupil premium funding is fully effective in securing for all disadvantaged pupils a good quality of education
  - ensuring consistently good subject leadership
  - securing fully effective quality assurance of teaching, learning and assessment.
- Improve the quality of teaching, learning and assessment, by ensuring that teachers consistently set work that deepens pupils' thinking.
- Ensure that all pupils make good progress, especially in mathematics and science.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The headteacher and governors have made uncompromising efforts to strengthen the quality of education provided at the school in recent years. However, the impact has been limited because wider leadership is not fully effective. Leadership of most subjects has improved since the last inspection; staff are motivated to do even better. However, weaknesses remain in the leadership of special educational needs, the use of the pupil premium funding, the leadership of some subjects, and the quality assurance of teaching in order to secure consistently strong teaching. Further impetus is required to secure fully effective leadership.
- However, parents, carers and members of the community value the school's strengths and the positive leadership provided by the headteacher. The headteacher and governors have worked hard to change the school's culture. As a result, pupils feel valued and staff morale is high. This is the school of choice for many parents and pupils.
- The headteacher and other leaders provide a clear and honest view of what works well at the school and priorities for improvement. The school improvement plan is effective in using resources to strengthen the quality of education provided. For example, where improvement to the quality of teaching in mathematics and science has been hampered by the shortage of suitable candidates, there has been a renewed focus on training to develop existing teachers' skills.
- The leadership of teaching, learning and assessment has had mixed success in securing good-quality teaching. Teachers say that the training programme that leaders have introduced is well planned and they are provided with the time and expertise to improve. This is demonstrable in English where, because of the training programme, teaching inspires pupils to learn well.
- However, there is a mixed picture in mathematics, science and elsewhere. Pupils' progress slows in these subjects, where teaching lacks challenge and they lose interest. Leaders fail to apply consistency to their quality assurance of teaching across these departments. As a result, the implementation and impact of next steps to secure the improvements required are too limited.
- Despite an improving picture, subject leadership is not fully effective. Where it is strongest, such as in English and Spanish, subject leaders accurately monitor and evaluate the quality of teaching and the progress pupils make in each subject. Where action is required, for example to support pupils' better progress, leaders spot this and put support in place to help these pupils catch up.
- Leaders are part-way through a process of reviewing and strengthening the curriculum. Overall, it is effective in key stage 3 and key stage 4. Pupils are provided with courses and learning experiences that enable them to succeed. The Year 7 curriculum takes account of and builds upon the pupils' primary school experience and prior learning. In both key stages 3 and 4, the curriculum is especially strong in English and Spanish. Pupils are routinely provided with opportunities to think deeply and creatively, so that they enjoy learning and make strong progress.

- Leaders plan and provide a very wide range of extra-curricular activities and clubs for pupils. Staff take the time to listen pupils and match activities to pupils' wider academic, cultural, artistic and sporting interests. As a result, many pupils, including disadvantaged pupils and those with SEND, participate in the activities provided.
- The careers guidance programme is well led and managed. Pupils say that they receive information throughout key stages 3 and 4 that meets their requirements. This includes independent advice. In 2018, almost all pupils moved on to aspirational next steps in education, training or employment.
- The actions taken to support pupils with lower than average attainment in literacy and numeracy to catch up by the end of Year 7 are effective.
- Leaders use of the pupil premium funding requires further strengthening. Leaders are clear about the barriers that have slowed the learning of these pupils in the past. However, they have not been fully effective in overcoming these barriers. Leaders have been successful in raising the aspirations of disadvantaged pupils, where that has been required. They are ambitious and move on to next steps in education, employment and training after Year 11. Pupils' progress and attendance have improved since the last inspection, but are still not good enough.
- The use of the funding provided for pupils with SEND requires improvement. Most pupils with SEND have their pastoral requirements supported effectively, but there is too mixed a picture with regard to their progress in lessons. The small number of pupils who require an education, health and care (EHC) plan are well supported because teachers know these pupils well.

## **Governance of the school**

- Governance is a strength of the school's leadership. Governors take their responsibilities very seriously and are well equipped to perform them effectively. Skills audits and a carefully planned training programme ensure that governors bring a balance of relevant educational, financial, personnel and business skills. As a result, governors have a clear understanding of the school's strengths and the priorities for improvement. Records from governors' meeting show that they provide effective challenge and support to leaders.
- Governors set and promote the school's key values. These values are based on the school's Christian ethos and unswervingly focus on the care and potential of each person who is part of the school community. Governors take the time to check that these values are consistently upheld by leaders and staff at the school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders maintain effective safeguarding records. They have systematic procedures for checking the background of staff when they are appointed.
- Sensible measures are taken to support the security of the school site.

- Leaders are aware of the risks that pupils face, including outside school. Staff are trained in identifying potential risks to pupils. These include risks of drug- and gang-related crime, child sexual exploitation and radicalisation.
- Pupils understand the risks that might affect them and how to keep safe, including when online and using mobile devices.
- Pupils know to whom they should report their concerns and how to do this.
- Staff take the time to know pupils well, and so provide for their safety and well-being effectively.
- School leaders' work with external agencies and parents and carers is effective. They act swiftly, when required, to secure pupils' safety and well-being. Checks made by inspectors demonstrate that referrals are made to, and followed up with, external agencies as appropriate.

### Quality of teaching, learning and assessment

### Requires improvement

- The quality of teaching, learning and assessment requires improvement because, despite an improving trend overall, quality varies too much between and within subjects.
- Pupils benefit from good teaching overall in English, Spanish and in several other subjects. In these cases, teachers consistently use their strong subject knowledge to motivate pupils and stretch their learning through challenging and interesting activities.
- Senior leaders are aware that the quality of teaching in mathematics and science is not as routinely strong as elsewhere. This is partly a consequence of challenges that leaders have faced in recruiting suitably qualified teachers in these subjects. Too often, pupils are set tasks in mathematics and science that do not fully challenge or inspire them.
- Some teachers do not use the assessment information available about pupils' learning effectively to set work that matches pupils' needs. This results in pupils' inconsistent progress across the subjects they study. Pupils welcome and benefit from the regular opportunities to grapple with complex ideas and to think deeply in English and Spanish. In mathematics and science and several other subjects, further strengthening of this aspect is under way, so pupils learn at a greater depth.
- Teachers typically support pupils' strong attitudes to learning. Pupils are highly motivated and strive to succeed. They almost always complete the activities that they are set with care and precision.
- Homework is managed effectively. Pupils and parents say that it is set regularly and usually at the right level.
- Teachers in all subjects recognise the need to give attention to pupils' literacy skills. As a result, pupils of all abilities are provided with opportunities to strengthen their skills of speaking, listening, reading and writing. To date, this has been most effective in English and Spanish, where pupils' work demonstrates strong levels of accuracy, confidence and fluency.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and polite. Their positive and aspirational attitudes help to secure pupils' good level of engagement in education.
- Pupils describe the school as a happy place where they can be who they want to be.
- Inspectors were impressed by pupils' positive interactions with one another and adults at break- and lunchtime. They mix enthusiastically and are sensible at these times. The good relationships extend to lessons. Pupils confidently ask questions and express views where they are provided with opportunities to do so. They listen to others politely.
- Pupils say that staff deal with any instances of bullying consistently and effectively. This includes racist and homophobic bullying. Inspectors checked bullying records, which show that incidents of bullying are followed up and resolved effectively.
- Pupils say that staff are approachable and considerate of pupils' well-being. The support services provided by leaders meet pupils' requirements.
- Pupils' spiritual, moral, social and cultural development is embedded within the school's curriculum. Pupils explore a range of spiritual, moral, social and cultural aspects in lessons and at other times, which helps secure pupils' mature approach to relationships, their responsibilities and role in modern Britain.
- Pupils respect one another. They understand and uphold the rights of all. The pupils who spoke to inspectors made it clear that they value differences, other faiths and cultures.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They take pride in their work and are keen to learn well. Only rarely does pupils' concentration waver. However, in these cases, the good relationships between staff and pupils quickly restore pupils' positive habits.
- Pupils' conduct around the school is good. They move around the school in an orderly manner at breaktime, lunchtime and at the change of lessons. Pupils are prompt to lessons.
- Pupils appreciate the efforts staff undertake to maintain the high quality of the school environment. As a result, they treat the school environment with respect and do not leave litter lying around.
- Pupils wear their uniform correctly and with pride.
- Pupils say that they would recommend the school to others. Attendance rates are above the average nationally. Fewer pupils are persistently absent from school than average. Leaders' actions to support the more regular attendance of a group of

disadvantaged pupils at risk of persistent absence are being carefully monitored by governors.

- Leaders manage effectively the attendance, behaviour and safeguarding of pupils who attend alternative provision.

## Outcomes for pupils

## Requires improvement

- The examination results for pupils leaving the school in 2018 were below those achieved nationally across a wide range of subjects, including English and mathematics.
- Too few pupils who left the school in 2018 made good progress. Those with low starting points made progress that matched that of others nationally. However, disadvantaged pupils, pupils of average ability and the most able pupils made weaker progress than others with similar starting points.
- Inspectors' scrutiny of current pupils' work shows a more positive picture. More pupils are now achieving standards in line with their capabilities across a range of subjects in key stages 3 and 4. Pupils' progress in English has improved significantly and pupils also make very strong progress in Spanish. In mathematics and science, pupils are making better progress, but do not consistently match the stronger progress seen in English and Spanish.
- Pupils of average ability and the most able pupils are making better progress overall. They make strongest progress in English, Spanish and several other subjects where they are provided with regular opportunities to think about their learning deeply and apply it in new and different ways. These opportunities are less in evidence in mathematics and science.
- The progress of disadvantaged pupils shows improvement, but is not consistently good. These pupils do not progress as well as non-disadvantaged pupils nationally.
- The progress of pupils with SEND varies. Their progress is limited where teachers do not make fully effective use of the information provided to support and challenge these pupils. There is scope for pupils with SEND to make better progress.
- Leaders check effectively on the quality of education for pupils who attend alternative provision. Leaders ensure that these pupils benefit from an appropriate curriculum that prepares them effectively for the next stage of their education.
- A high proportion of pupils move on to and stay on the courses of their choice, which provide next steps in education and training after leaving the school.

## 16 to 19 study programmes

## Good

- The sixth form provides a stronger quality of education overall than the rest of the school. This is because the quality of teaching is good across the vocational and academic courses that students follow. Lessons are typically taught by staff who have undertaken training that matches the requirements of the sixth-form courses they lead. Students are provided with work that interests them, and ample opportunities to think deeply and creatively. As a result, they make good progress.

- The sixth form is led effectively. The curriculum that is offered represents a good balance between academic and vocational courses. Students say that courses meet their interests and needs. All courses lead to qualifications that are approved by the Department for Education.
- Most students attained good examination results across the range of academic and vocational courses that they studied in 2017 and 2018. This examination success was often strongest for students who joined the sixth form with GCSE average grades of C and below and for those students who are disadvantaged and receive a bursary to support their sixth-form education. Some students who joined the sixth form with stronger GCSE grades did not attain the highest A-level grades in 2018. However, this was not the case in 2017 and for the other most-able students in 2018.
- Checks made by inspectors demonstrate that current students make good progress in their 16 to 19 study programmes, including those with strong GCSE grades, across the academic and the vocational courses they study. Teachers effectively monitor students' progress and help them to catch up if they fall behind in their learning.
- The proportion of students who repeat GCSE English and/or mathematics and improve their grade is above the national average.
- Almost all students remain for the full length of time required to complete their courses.
- Leaders' actions to secure students' good attendance have been effective. Students attend regularly and are punctual.
- Checks made by inspectors found that safeguarding is effective in the sixth form. Students are well prepared for adulthood. They are supported well in managing risk and looking after their own welfare.
- Students with whom inspectors spoke had only positive things to say about all aspects of sixth-form provision. They value the community, charity and other activities that leaders provide to broaden their study programmes. Work-related learning forms an integral part of all students' curriculum experience. These aspects meet the requirements of the 16 to 19 study programmes and make a strong contribution to their wider development.
- The sixth-form curriculum provides very strong careers advice, information, education and guidance. Leaders ensure that this aspect supports students' high ambitions. Almost all students move on to aspirational destinations. For most recent students, this has meant higher education, including highly regarded universities.

## School details

Unique reference number	104713
Local authority	Liverpool
Inspection number	10093804

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in 16 to 19 study programmes	Girls
Number of pupils on the school roll	1,178
Of which, number on roll in 16 to 19 study programmes	150
Appropriate authority	The governing body
Chair	Mrs M Eves
Headteacher	Ms S Clarke
Telephone number	0151 541 9400
Website	<a href="http://www.broughtonhall.com">www.broughtonhall.com</a>
Email address	<a href="mailto:admin@broughtonhall.com">admin@broughtonhall.com</a>
Date of previous inspection	23 January 2019

## Information about this school

- Broughton Hall Catholic High School is an average-sized school, with a sixth form, in Liverpool.
- The school is part of the Archdiocese of Liverpool.
- The school's most recent section 48 inspection was on 12 January 2012.
- The proportion of disadvantaged pupils is broadly in line with the national average.
- The proportion of pupils with SEND is in line with the national average.

- The proportion of pupils with an education, health and care plan is significantly below the national average.
- The school uses five alternative providers for a small number of pupils. These are Alder Centre for Education, Ancora House School, Everton Free School, Harmonise Academy and New Heights High School.

## Information about this inspection

- Meetings took place with school leaders, teachers, governors, a representative of the local authority and a representative of the Archdiocese of Liverpool.
- Discussions were held with pupils from all year groups to gather their views on a variety of issues, including safeguarding, bullying, behaviour, teaching and the curriculum.
- Inspectors examined a range of the school’s documentation, such as the self-evaluation and improvement plan, assessment information, the pupil premium plan, attendance, bullying and behaviour records, and safeguarding information.
- Inspectors took account of 66 staff survey responses, six responses to the pupil survey, 72 responses to the Ofsted online questionnaire, Parent View, and 41 written responses from parents to Ofsted’s free-text facility.
- Inspectors observed teaching and learning across the school and scrutinised pupils’ work in a range of subjects and year groups. They were accompanied by school leaders on some of these observations.

## Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Nell Banfield	Ofsted Inspector
Bernard Robinson	Ofsted Inspector
Osama Abdul Rahim	Ofsted Inspector
Kath Harris	Ofsted Inspector

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