



# Broughton Hall High School

## A Technology College



# SCHOOL PROSPECTUS

## 2011 - 2012



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## Message from the Head Teacher

Founded in 1928 under the Trusteeship of the Sisters of Mercy, Broughton Hall High School, Technology College, provides the very best in modern education for our pupils based on the Gospel values of mutual respect and care. Our school motto '*Cor Unum et Anima Una*' - *One Heart and One Mind* - reflects the strong sense of community amongst staff, pupils, parents and governors. The central aim of our school is to provide excellent educational opportunities enabling each girl to develop her God-given talents, to grow in confidence and self esteem and fulfil her potential.

The Catholic Ethos of the school strives to demonstrate that we respect and value every member of the school community. We have high expectations of all our pupils in terms of the quality and presentation of their work and of their general conduct.

As a Technology College, we are aware of the need to prepare our pupils to achieve the necessary qualifications and skills for their adult lives. We are committed to working with other partner schools to develop the best possible practice in teaching and learning and we have a national and international reputation for our work in recent years.

Improvements to our site has enabled us to offer a wide range of courses at all levels with access to the most up to date equipment. We have begun a £21 million project to renew and refurbish our learning accommodation to better meet the challenges of the 21st century. The building will be completed by August 2011 providing state of the art facilities for all our pupils. A full range of extra-curricular activities is provided to further the aesthetic, sporting and academic talents of each pupil. This commitment has recently been recognised by the Artsmark Gold Award and the International Schools Award. Through our Community Courses and Family of Schools, we have extended educational opportunities to all ages, locally, nationally and internationally.

Our pupils achieve outstanding results, develop as outstanding individuals with skills for life in the 21st Century founded on the values of our Trustees the Sisters of Mercy.

We believe that by fostering self reliance, self control, initiative and the ability to make reasoned judgements, our pupils, with God's help, will develop into caring adults, showing concern for others and contributing much to the development of society in the 21st Century.

**G Murphy, B.A., M.Sc.**

***"Broughton Hall High is a good school"***  
*Ofsted Inspection Report 2007*

## BUILDING SCHOOLS FOR THE FUTURE

The new building will provide state of the art facilities for our pupils with a Sports Hall, Music and Drama Suites, Flexible Learning Centres, university quality Science Labs and a purpose built Sixth Form Centre. All pupils will have personal ICT access with over 1500 computers available for 1300 pupils. The retained buildings have been completely upgraded to provide the very best of learning opportunities for all



**Perspective View of Broughton Hall Campus  
will be completed in August 2011**



**Photographs taken 10th September 2010**





## Broughton Hall High School

Technology College and  
Leading Edge School  
Voluntary Aided

Yew Tree Lane  
Liverpool L12 9HJ

*“The school is a harmonious  
environment where there is  
much mutual respect.”*

*Ofsted*

## MISSION STATEMENT

**F**ounded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

### AIMS

- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which:
  - is concerned with the whole person;
  - enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- To foster a strong sense of community by:
  - generosity of spirit;
  - sensitivity and tolerance;
  - forgiveness and compassion
- That prayer and worship underpin the daily life of the school.

### OBJECTIVES

- To ensure that all school policies and documents are rooted in these aims
- To ensure that each pupil leaves with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose

*“The Catholic  
Ethos and the  
school’s clear  
mission pervades  
all areas of the  
school.”*  
*Ofsted*



## INFORMATION

### EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Mr S Smith

### EDUCATION OFFICES

Millennium House  
Victoria Street  
Liverpool L1 6JF  
Tel. 0151 233 3000

## SCHOOL DETAILS

### SCHOOL ADDRESS

Yew Tree Lane  
West Derby  
Liverpool L12 9HJ

### TELEPHONE

0151 228 3622

### FAX

0151 228 1980

### HEAD TEACHER

Mr G Murphy

### DEPUTY HEAD TEACHERS

Miss S Clarke  
Mrs M Grant  
Mr Preston

### ASSISTANT HEAD TEACHER

Mrs M Hayward

### BUSINESS MANAGER

Mrs D Brisco

### CHAIRMAN OF GOVERNORS

Mr J Hartley (School)

### SCHOOL BASED LAY CHAPLAIN

Ms S Betts

## THE SCHOOL DAY

SCHOOL STARTS		8:40
REGISTRATION AND MORNING ACT OF WORSHIP/ASSEMBLY		8:45
PERIOD 1		8:55
PERIOD 2		9:55
BREAK		10:50
PERIOD 3		11:10
LUNCH	YEARS 7– 9	12:10 - 1:00
	YEARS 10-13	1:10 - 2:00
PERIOD 4	YEARS 10 - 13	12:10 - 1:10
	YEARS 7 - 9	1:00 - 2:00
PERIOD 5		2:00
REGISTRATION		3:00
END OF SCHOOL DAY		3:10

*“The school’s emphasis on raising awareness of how pupils learn  
has resulted in very positive attitudes towards study and the school.”  
Ofsted*

## HOLIDAY DATES 2010 - 2011

### AUTUMN TERM 2009

Tuesday 31 August - Friday 17 December  
Half Term Monday 25 - Friday 29 October

### SPRING TERM 2010

Tuesday 4 January - Friday 1 April  
Half Term Monday 14 - Friday 18 February

### SUMMER TERM 2010

Monday 18 April - Friday 22 July  
**Good Friday—Friday 22 April    Easter Monday—Monday 25 April**  
Monday 2 May - Bank Holiday  
Half Term Monday 30 May - Friday 3 June

Summer Break—Monday 25th July - Friday 2nd September

*“Pupils are keen to learn, enjoy lessons and achieve very well,  
owing to very good teaching.”  
Ofsted*

*“Opportunities created by the school for  
students’ contact with the world-wide  
community are outstanding.”  
Ofsted*

*“In this school, pupils find it ‘cool’ to learn.”  
Ofsted*

*“Pupils are generous in spirit and support many charities through their  
fundraising activities.”  
Ofsted*



# BROUGHTON HALL HIGH SCHOOL – TECHNOLOGY COLLEGE

## Admission Policy and Arrangements for 2011-2012

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1. Broughton Hall is a Catholic Secondary School situated in the Archdiocese of Liverpool and is maintained by the Liverpool Local Authority. The Trustees are the Sisters of Mercy.
2. The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. It is guided in that responsibility by:
  - the requirements of the law
  - the Trustees
  - the advice of the Archdiocese on the nature and purpose of its duties
  - its duty towards the school and the Catholic community it serves
  - the Catholic character of the school and its Mission Statement
  - recognition of Parish boundaries
3. The school serves in the first instance baptised Catholic girls living in the Parishes of St Cecilia, St Cuthbert, St Oswald and St Brendan, St Paul, St Timothy, St Sebastian, St Margaret Mary and St Dominic's (sector served by Broughton Hall).
4. Having consulted with the LA and others in accordance with the requirements of the law, the Governing Body has published its admissions limit at **210 pupils** for the school year commencing September 2011.
5. Parents must complete the Local Authority application form. Parents who wish their application to this Catholic school to be considered against the priority faith criteria are strongly advised to complete the school information form. If the school is oversubscribed, failure to complete the school information form will result in your application for a place in this school being considered against lower priority criteria, as the Governing Body will have no information upon which to assess the application on the basis of the applicant's baptism and/or membership of a faith community.
6. The Governing Body has delegated responsibility for determining admissions to its Admissions Committee which will consider all applications made in accordance with the criteria set out below, without reference to the ability or aptitude of the child.

Parents may wish to know that for entry in September 2010, the school was oversubscribed. Below is a breakdown of how places were allocated.

446 initial applications

211 admitted plus 40 successful appeals = 251 in total

# **Broughton Hall Catholic High School**

## **Over-subscription Criteria**

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**The Governors have agreed the following over-subscription criteria, in order of priority, for admission in September 2011. It is understood that application for admission under any criterion will be considered only if places remain after all higher criteria have been applied.**

- 1      Looked-after girls.
- 2      Baptised Catholic girls living in the designated Parishes of St Cecilia, St Cuthbert, St Oswald and St Brendan, St Paul, St Timothy, St Sebastian, St Margaret Mary, and St Dominic's (sector served by Broughton Hall).
- 3      Girls who have a brother or a sister at the school at the time of likely admission. This includes full, half or step brothers and sisters, adopted and foster brothers and sisters or children of the parent/carer's partner, and in every case who are living at the same address and are part of the same family unit. Applicants under this criterion **MUST** give the name and date of birth of the sibling already at the school on the School's own Supplementary Information Form.
- 4      Baptised Catholic girls attending the primary school of a designated parish but not living in a designated parish.
- 5      Baptised Catholic girls living in other Catholic parishes.
- 6      Girls from other Christian denominations. Proof of Baptism in form of Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
- 7      Girls of other faiths. An appropriate Minister of Religion would need to confirm in writing that the applicant is a member of their faith group.
- 8      Children whose parents express a preference for a place at the school.

In the event of any over-subscription in the number of applications made under any of the criteria above then the admissions committee will offer places first to children living nearest to the school measured by the shortest walking route from the front door of the house/flat to the main entrance of the school as measured by the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority.

# **Broughton Hall Catholic High School – Technology College**

## **Admission Arrangements**

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1. All applications will be considered at the same time and after the closing date (detailed on the preceding page) agreed by the Admissions Committee.
2. Parents will be informed, by letter, of the decision by the Local Authority no later than **1<sup>st</sup> March 2011**. If their application has been successful they are required to confirm acceptance of the offer of a place **within 10 working days to Broughton Hall High School**.
3. If application has not been successful the letter will give reasons for the decision, will inform parents of their right of appeal and give guidance on how that appeal should be made.
4. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria; parents will be informed of their child's position on the waiting list which will not be operated for longer than the end of the Autumn Term 2011.

### **Notes:**

1. For a child to be considered as a Catholic, evidence of a Catholic Baptism or reception into the Church will be required.

A Baptised Catholic is one who has been baptised into full communion with the Catholic Church by the Rites of baptism of one of the various ritual Churches in communion with the See of Rome (Cf. Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the baptismal Registers of the church in which the baptism took place.

### **Or**

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal registers of the church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for



categories of “Baptised Catholics”. A Certificate of Baptism or Reception is to include: full name, date of birth, date of baptism or reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of baptism or reception.

Those who would have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholic but only after they have been referred to their parish priest, who after consulting with the Vicar General, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of baptism due to persecution or fear, the destruction of the church and the original records, or where baptism was administered validly but not in the Parish church where records are kept.

Governors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)

2. The home address of a pupil is considered to be the permanent residence of a child. The address must be the child’s only or main residence. Documentary evidence may be required e.g. child benefit payment address, utility bill, council tax bill, tenancy agreement, exchange of contracts.
3. Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place.
4. Late applications (those received after the closing date) will only be considered alongside those received by the closing date under the following circumstances:
  - the family were unable to complete an application form before the closing date because they moved into the school’s parish area after the issue of application forms

OR

  - the family were unable to conform with admissions timetable because of exceptional circumstances which prevented the applications arriving on time – the circumstances must be given in writing and attached to the application form.
5. Applications received after the notification date (after places are offered) will be added to the school’s waiting list in admission criteria order.

**PARENTS MUST COMPLETE THEIR HOME LOCAL AUTHORITY COMMON APPLICATION/PREFERENCE FORM AND ARE STRONGLY ADVISED TO COMPLETE THE SCHOOL SUPPLEMENTARY INFORMATION FORM. FAILURE TO DO SO WILL RESULT IN YOUR APPLICATION BEING CONSIDERED AGAINST LOWER PRORITY CRITERIA**

**SCHOOL SUPPLEMENTARY INFORMATION FORMS ARE AVAILABLE ON:-**

- ◆ **NEW INTAKE PARENTS' EVENING – THURSDAY 9<sup>TH</sup> SEPTEMBER 2010**
- ◆ **OPEN EVENING - MONDAY 20<sup>TH</sup> SEPTEMBER 2010**
- ◆ **THEY CAN ALSO BE OBTAINED FROM THE SCHOOL WEBSITE [www.broughtonhall.com](http://www.broughtonhall.com)**
- ◆ **THEY ARE DELIVERED PERSONALLY TO OUR PRIMARY FEEDER SCHOOLS IN SEPTEMBER 2010**
- ◆ **OR YOU CAN CONTACT MRS MULLINS AT BROUGHTON HALL ON 0151 228 3622**

**Please ensure you obtain a receipt when you return the School Supplementatry Information Form to Broughton Hall High School or if you decide to return the form by post please obtain proof of posting.**

**REMEMBER YOU ARE STRONGLY ADVISED TO COMPLETE THIS  
SCHOOL SUPPLEMENTARY INFORMATION FORM IN ADDITION TO  
THE LOCAL AUTHORITY FORM**

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**BROUGHTON HALL HIGH SCHOOL  
TECHNOLOGY COLLEGE**  
**SCHOOL SUPPLEMENTARY INFORMATION FORM**

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**ADMISSION TO YEAR SEVEN IN SEPTEMBER 2011**

Parents must complete their Home Local Authority ( LA) common application/preference form. Parents who wish their application to this Catholic school to be considered against the priority faith criteria are strongly advised to complete the school's supplementary information form. If the school is oversubscribed, failure to complete the supplementary information form will result in your application for a place in this school being considered against lower priority criteria, as the Governing Body will have no information upon which to assess the application on the basis of the applicant's baptism and/or membership of a faith community.

To assist with co-ordinated Admission arrangements the information on this form will be shared with appropriate education authorities and schools.

Please read the school's Admissions Policy before completing this form. You must return the completed form to the school by **Monday 1<sup>st</sup> November 2010.**

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**Child's First Name:** .....

**Surname:** .....

**Date of Birth:** .....

**Child's Permanent Address:** .....

.....

.....

..... **Post Code** .....

**Present Primary School** .....

**Is your child a Baptised Catholic?** Yes ☐ No ☐

**Is your child a member of another Christian denomination?** Yes ☐ No ☐

**Is your child a member of another faith?** Yes ☐ No ☐



**REMEMBER YOU ARE STRONGLY ADVISED TO COMPLETE THIS  
SCHOOL SUPPLEMENTARY INFORMATION FORM IN ADDITION TO  
THE LOCAL AUTHORITY FORM**

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Does your child have a sibling who will be a pupil at Broughton Hall High School in September 2011? Yes ☐ No ☐

If yes please state

Name

.....  
.....  
.....  
.....  
.....

Date of Birth

.....  
.....  
.....  
.....  
.....

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Parents'/Guardians' Contact Telephone Numbers:

Home: ..... Work: ..... Mobile: .....

I confirm that I have placed Broughton Hall High School as a preference on the form issued by my local Education Authority (please tick if applicable) ☐

I confirm that the information I have given is correct.

Signed: ..... Date: .....

Please print name and relationship to child:

Name: .....

Relationship: (Parent, Guardian, etc.) .....

---

**IMPORTANT INFORMATION**

- a) For Catholic applicants, proof of Baptism must be enclosed.
- b) For other Christian applicants, proof of Baptism or a letter from a minister of religion must be enclosed.
- c) For non-Christian faiths a letter from a religious leader confirming membership of the faith must be enclosed.
- d) For all applicants, proof of permanent home address must be enclosed. e.g. council tax bill, utility bill, tenancy agreement, exchange of contracts.

**REMEMBER YOU ARE STRONGLY ADVISED TO COMPLETE THIS  
SCHOOL SUPPLEMENTARY INFORMATION FORM IN ADDITION TO  
THE LOCAL AUTHORITY FORM**

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**WAITING LIST**

The parents of any girl whose application is unsuccessful may request that her name should be added to the school's waiting list.

The list will be operative from the date on which parents are informed of their child's placement until the end of the Autumn Term 2011.

During that time any places which become available will be allocated to girls on the list in strict order of preference.

The order of the list will be decided according to the school's admission criteria.

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## THE RELIGIOUS LIFE OF THE SCHOOL AND COLLECTIVE WORSHIP

The religious education provided conforms to the doctrines of the Catholic Church. In accordance with the school Mission Statement, Broughton Hall endeavours to interpret Human knowledge in the light of the Gospel, **with the school community contributing to the spiritual and moral formation of the pupils** as well as to their intellectual and physical development.

In Year 7, RE is integrated within Opening Minds curriculum. In Year 8 RE is integrated within the Enquiring Minds curriculum, and in Year 9 students follow RE within a Creative Minds framework.

All pupils are offered the opportunity to follow a GCSE course or Certificate of Educational Achievement in Years 10 and 11 (Key Stage 4). This comprises UNIT C "Religion and Life based on a study of Catholic Christianity", and UNIT H "Religion and Society" based on a study of Christianity and at least one other religion.

At post-16, all pupils participate in a certificate of General Religious Education course approved by the Archdiocese or an A-Level Module course studying Ethics and Development of Christian Theology. There is opportunity for a deeper study of the teaching of the Church in relation to aspects of personal and social life, and Christian and non-Christian responses to contemporary moral issues to prepare students for moral decisions and the responsibilities of citizenship.

In all these courses, pupils are encouraged to explore come to firm, informed conclusions of their moral stance in the light of the Gospel message.



Religious assemblies are held with all years on a regular basis. Prayer underpins the spiritual dimension, and daily prayer in form time is considered of vital importance. Staff reflection is encouraged through a weekly 'Thought' in the bulletin and prayer begins the briefing sessions and other significant meetings.

Our school is fortunate in having a beautiful chapel which offers the opportunity for personal reflection and the liturgical life of the school is promoted through special and voluntary eucharist's and services, meditation and Services of Reconciliation. The School Chaplain publishes a calendar of liturgical opportunities and offers support to staff. As Part of the RE curriculum the school chaplain arranges and leads retreats for all Year 7 and Year 9 pupils.

The pupils are encouraged to support national, Archdiocesan and local charities throughout the year, and especially during Lent. In such ways, pupils become more aware of the needs of the wider community and by their generous responses are able to show Christian care.

Practical responses are encouraged through Cafod and Nugent Care and cross-curricular links such as Homelessness, Prejudice and Discrimination in all its forms. Plasma screens and notice boards highlight current events, tragedies, celebrations and achievements.

***In the context of a Catholic school, it is acknowledged as very important to create an ethos whereby our pupils can come together, outside of the school situation, to recognise God's presence in themselves and in others; the retreat experience is provided for all pupils to build community and reflect and pray about their reasons for living and enriching others.***

*"The very good levels of care and support help pupils to succeed." Ofsted*



## TECHNOLOGY COLLEGE

In September 1998, Broughton Hall was designed a Specialist Technology College by the DfES and redesignated in 2005 and 2010. In addition to the initial capital funding, this ongoing status attracts an annual grant of £130,000+ for the continued development of Technology, Science, Mathematics and Information & Communication Technology which is now used across the whole curriculum. Capital has been invested in the purchase of replacement and additional computers, interactive whiteboards in classrooms, Computer Aided Design and Manufacturing in Technology, Textiles and Food Technology. The Science department now has the use of sensor and data-logging equipment and the Technology department has a fully equipped electronics and control technology room. The Mathematics department uses Information Technology throughout the school and extensively uses interactive whiteboards with a wide range of software. All staff have a laptop computer and all pupils in years 7,8,9 and 12 which allows them to remotely dial into the school network from home. All pupils in Years 7-10, 12/13 have been given access to a school laptop.

***“The very good provision of ICT equipment is used well to support learning across the school.”***

***Ofsted***

This funding will ensure that our students have the use of the most up-to-date equipment available and have the skills they need to progress into employment, further training or Higher Education. As the success of our application was dependent on the acquisition of sponsorship from business and industry, our links with the world of work have been strengthened to the advantage of our students.

The school has been successful in attracting further funding from the DCSF which has allowed us to use our facilities outside of normal lesson time. Homework clubs and Saturday clubs are offered to our own students, those in our partner primary schools, Cardinal Heenan High School and St Vincent's. Evening classes are available for adults. A successful New Opportunities Fund bid facilitated a Summer School in literacy and numeracy.

***“The overall very good teaching has a significant impact on pupils’ attitudes to learning.”***

***Ofsted***



***“Relationships between sixth form students and younger pupils are very good.”***

***Ofsted***

# CURRICULUM POLICY

*“There is a commitment and determination to succeed in raising standards.”*

*Ofsted*

**I**n accordance with the school's aims to promote the spiritual, moral, cultural, intellectual and physical development of each individual and to prepare each pupil for the opportunities, responsibilities and experiences of adult life, each pupil is entitled to a curriculum which is broad, balanced, relevant and differentiated.

- A broad curriculum will provide opportunity to experience a wide range of concepts, knowledge, skills and attitudes.
- A balanced curriculum will ensure that each area of learning and experience will be given sufficient time.
- A relevant curriculum will relate to previous learning and experience.

A differentiated curriculum involves matching what is taught and how it is taught to the pupils' abilities and aptitudes; it implies a need for variation in teaching approaches and classroom organisation.

## KEY STAGE 3

Year 7 **Opening Minds** skills based, cross curricular programme embraces English, Religious Education, History, Geography, Information Communication Technology and Design Technology. Other subjects are Mathematics, Science, Modern Foreign Languages (French and Spanish) Music, Art and Physical Education (including Dance)

Year 8 **Enquiring Minds** The skills based cross curricular approach continues with the same subjects as in Year 7 with the exception of Design Technology. Again, Mathematics, Science, Modern Foreign Languages (French or Spanish) Music, Art and Physical Education (including Dance) make up the remainder of the curriculum.

Year 9 **Creative Minds** Pupils explore a number of over arching themes. Classes are taught by specialist staff working within a common assessment framework. Pupils are expected to undertake community service as part of the programme of study and some pupils will have the opportunity to study a second modern foreign language. Pupils will graduate from key stage 3 onto one of three key stage 4 learning pathways.

## KEY STAGE 4

All pupils study Religious Education, English Language, English Literature, Mathematics, double award Science, Modern Foreign Language, or ASDAN (non-examination) Physical Education, Technology (one subject chosen from Control Systems, Food Technology, Graphic Products, Resistant Materials, Electronic Products, Textile Technology). In addition, two subjects are chosen from Art and Design, Business Studies, Dance, Drama, Geography, History, Information and Communication Technology, second Modern Foreign Language (French or Spanish), Music, Physical Education.

The opportunity for early entry exists in a number of subjects. Vocational courses including BTEC and OCR are also offered in order to reflect the personalised learning needs of all students. Information and Communication Technology can also be studied as an extra subject after school. Broughton Hall also provides access to the new Diploma courses

Other themes which are taught across the curriculum include Health Education, environmental issues, industrial and economic awareness, Citizenship and Careers Education.

There is a comprehensive tutorial programme which includes careers education and guidance. All pupils have two weeks' work experience.

*“A very good range of courses and learning activities both within and beyond lessons supports pupils' personal development and academic progress.”* Ofsted

*“Many pupils are excited about learning.”*  
*Ofsted*

## YEAR 7 INTO THE FUTURE

**From September 2006, Broughton Hall High School embarked on a  
new curriculum project for Year 7**

### **Why a New Curriculum for Year 7?**

Nationally, Year 7 is recognised as a 'dip' year as pupils readjust to the unfamiliar environment and academic demands of secondary school.

The rationale for our new curriculum project is to ease the transition between primary and secondary, allowing pupils to see greater purpose and relevance in the learning that they do.

Secondary school can be a shock. Imagine the twelve or so subjects as novels. Now try to envisage reading all those novels at the same time. Difficult isn't it? The plots, the characters, the places and themes would become a confusing tangle. Currently, this is what the National Curriculum demands of our children!

### **How does the Curriculum work?**

Our aim is to provide Year 7 pupils with one novel per module, read in its entirety with pace and fun! Pupils will work on six project-based modules over the academic year. The modules will take in English, History, Geography, RE, ICT and Design Technology. These traditional subject areas will be delivered in a coherent and 'joined-up' way, with literacy its basis. Twelve lessons per week will be devoted to this inter-disciplinary approach, and will be delivered by a group of teachers who will be well placed to assess, monitor and get the best from each pupil.

The modules will be framed by five competences for life –

- 1. Learning**
- 2. Citizenship**
- 3. Relating to People**
- 4. Managing Situations**
- 5. Managing Information**

These competences are designed as tools for life in the Twenty-First Century, where the content of the curriculum may not necessarily reflect the needs of our fast-changing world. The skills will equip children for the remainder of their school life and the world of work.

There are also a number of initiatives that the school has invested in which can now be fully realized in a consistent way. These include Brain Gym, Thinking Maps, Learning Styles and Multiple Intelligences.

### **What benefits will this bring?**



Year 7 should be a year of investment for the pupils. The current 'dip' in attainment and motivation can colour the whole of a pupil's school experience. If this can be addressed through a creative, engaging and fun curriculum that demands no less from the pupils, they will progress into Year 8 as confident, competent learners with their learning needs better addressed.





Year 9 & 10 Students **Dragon Boating**



Broughton Hall **football team** retain U14 Merseyside Cup



Representatives from the School Council took part in **THE BIG TIDY UP**.



Year 7 The Play's the Thing-**MACBETH**



Year 9 Girl Group-**Summer Concert**



**Can Cook Competition**



Outgoing **Lord Mayor** Mike Storey visits Broughton Before the election



*“The excellent provision for personal, social and health education and for citizenship enables pupils to take increasing responsibility for their own welfare, academic progress and personal development...”*

*Ofsted*

## ASSESSMENT AND REPORTING

Each year, parents receive written reports on the progress and achievements of their children. They are invited to a consultation meeting with teachers to discuss the reports and to other meetings on curriculum.

## HOMEWORK

Homework is seen to be part of the pupils' development in independent learning. Experience teaches us that good academic standards are achieved when homework is done regularly and systematically. Homework each evening should increase gradually from approximately one hour in Year 7 to three hours in Years 10 and 11 when examination requirements dictate the amount set. All pupils are provided with planners to record homework set and parents are asked to check these each week.

## SPECIAL EDUCATION NEEDS

One of the main aims of Broughton Hall is that an entitlement to a broad, balanced and relevant education should be a right for all pupils in our school and that each pupil should have the opportunity to access everything that the school offers. We strive to ensure that pupils who are academically bright, or constrained by physical, emotional, intellectual or specific learning difficulties will be able to maximise their potential.

Most pupils with special needs can, and should, be helped under normal classroom conditions. However, it is sometimes necessary for certain pupils to have individual or small group tuition, which we are fortunate in being able to provide. This takes place in an attractive and well resourced Learning Support Centre which aims to promote a happy, sensitive and secure environment to ensure the most effective learning. We teach Opening Minds in Year 7, Enquiring Minds in Year 8 and Creative Minds in Year 9 an alternative curriculum to benefit all student's learning needs. We want pupils to develop a positive self image and take advantage of the opportunities and resources available to them. We have a successful paired reading programme with help from Year 12 pupils and opportunities for after school time tuition. We see parents as partners in the learning process for their children, and will always be happy to discuss pupil learning difficulties, and meet parents in school, by appointment.

The latest software in literacy and numeracy is available. Classroom Learning Assistants help with individual progress. For Disability, equality and access information please refer to our policy on the school website

## SEX EDUCATION

Sex Education is an integral part of the Personal, Social and Health Education Programme, which strives to help pupils understand human relationships and associated moral teaching, through several areas of the curriculum. The school encourages pupils to recognise the values expressed in the teaching of the church in all aspects of relationships. It is the role of the R.E. Department to bring these elements together, in the context of Catholic teaching on the love of God and of neighbour, and on the sanctity of marriage. Further information can be obtained from the school. Parents are informed of the topics which are being covered, and are encouraged to discuss the issues with their children. Sex Education is seen as a partnership between school and home to help young people reach responsible adulthood.

## EXTRA-CURRICULAR ACTIVITIES

Many staff and pupils are involved in a variety of clubs and activities. These are offered after school. Watersports courses abroad, day/evening and weekend and foreign trips are arranged.

There have been many outstanding drama productions, concerts and sporting achievements, which are well supported by parents.

Recent extra-curricular activities have included: art, athletics, banking services, choir, drama, football, hockey, information technology, library, literacy, music (brass, woodwind, strings, drums, keyboards, guitar), netball, school magazine, tennis, theatre visits.

Homework clubs are available in the evenings. Revision sessions for examinations take place during holidays.

Many additional opportunities are offered through the Gifted and Talented plus Aim Higher programmes as part of Excellence in Liverpool.

***“The school provides a very good range of extra-curricular activities, which include art, dance, drama, music and sport.”***  
Ofsted

## PHYSICAL EDUCATION/SPORT

The department is aware of the leisure potential of physical education relative to the changing needs of society and so, where possible, initiates an interest in recreational activities. Games and sports are an integral part of our social life. They occupy a large part of the leisure interests of young people. The presentation of the subject is on a broad basis in the hope that each pupil will find an aspect of the work which appeals to her and which she may then continue to pursue outside lessons.

With current emphasis on health and obesity it is, therefore, essential that we offer all pupils the opportunity to experience a wide range of interests which will enable them to use their time in a beneficial and healthy manner.

Lesson allocation for Physical Education:

Years 7, 8 and 9	1 hour games, 1 hour physical education
Years 10 and 11	1 hour games/physical education

Clubs and practices are held during lunch times and after school catering for all levels of ability and interest. Clubs offered include netball, hockey, tennis, football, cross-country, dance, athletics, swimming, gymnastics, cheerleading, boxercise, badminton and rounders. Teams are produced in many of these areas and compete regularly in fixtures throughout the year

The school has strong links with various sporting clubs and encourages pupils to maximise their potential by getting involved with clubs which cater for their sporting interests.

Facilities:

Indoor                      Gymnasium with fixed wall apparatus, Dance Hall

Outdoor                    Playing field

***“Many pupils take part in the activities provided and their learning is significantly enhanced.”***  
Ofsted



## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Careers Education, Information, Advice and Guidance is concerned with the preparation of the students at Broughton Hall for adult life by developing their critical awareness, their ability to make decisions, their growing independence and by increasing their knowledge of the world of work, its expectations and its needs. These aims are achieved through a variety of experiences: group and individual classroom work, discussion, listening to outside speakers, going on educational and industrial visits, careers interviews with officers from Connexions, Festival of Skills and Work Experience. One important aspect of the Career Education, Information, Advice and Guidance Programme is the recording of achievement and action planning for the future and educational and vocational guidance at appropriate times during their school life.

At Broughton Hall, the students are entitled to Careers Education, Information, Advice and Guidance which is:

- Independent and impartial
- Structured and integrated within their overall education to provide help at key decision points and to meet continuing needs
- Provided by the Personal Advisors with relevant specialist training and expertise
- Based on partnership with the students and their parents/guardians
- Confidential and respects personal information disclosed by the individual
- Easily accessible and free at the point of delivery
- Based on the principles of the school's Mission Statement and Equal Opportunities

The components of the students' entitlement to Careers Education, Information, Advice and Guidance are:

- Co-ordinated provision, planned activities and courses of careers education to enable self development, career exploration and career management
- Continuity of careers guidance with additional specialist support at career decision points and periods of transition
- Personal career planning processes which incorporate self-assessment, action planning and recording of achievement
- Direct personal experiences of work which meet the career development needs of the individual
- Comprehensive, reliable and up-to-date careers information.

***“Pupils are confident, feel secure and enjoy school knowing that the school will respond to every individual's needs.”***  
Ofsted



## PASTORAL CARE

Our pastoral system aims to provide a stable community where the pupils are happy and secure and make good progress in their studies.

*“The school sets high standards of behaviour and pupils respond very well. They behave in a sensible and mature manner in lessons and around the school.”*

*Ofsted*

It is based on a year system with Progress Managers leading a team of Progress Tutors. Pupils are placed in mixed ability groups of approximately 28 pupils. The tutor is their closest link with the adult community and sees them on a daily basis. In this way, the policies of the school, discipline and learning are promoted.

The Progress Manager is the first point of contact with parents where there is concern about the progress or welfare of pupils. All parents are welcome to come to school, by appointment, to discuss their daughter's progress or matters of concern.

*“Teachers are positive and encouraging as they identify ways in which pupils can improve.”*

*Ofsted*

## DISCIPLINE

The aim of the school is to foster self-discipline which contributes to an ordered, disciplined atmosphere - the best environment for learning. Respect for people and property is encouraged always.

The STARS initiative stresses rewards and achievement. Rules are kept to a minimum and all regulations are formed in the context of pupils' best interests and in accordance with the Health and Safety at Work Act. The rules include the wearing of school uniform which we are proud to keep at a high standard at Broughton Hall.

We involve parents at an early stage when problems arise and trust that parents will feel able to support appropriate sanctions.

## SCHOOL UNIFORM

The wearing of school uniform contributes to the pupils' sense of identity. Conforming to regulations regarding uniform helps the principle of self-discipline. Parents are asked to make every effort to ensure that the correct uniform is always worn. If your daughter comes to Broughton Hall, you will be given a full list of items in good time for the start of term. We expect every pupil during her time in Broughton Hall to comply with all the uniform requirements.

The only jewellery allowed is one pair of gold or silver stud earrings worn in the ear lobes and a watch. These are worn at the owner's risk. No other jewellery is permitted.

**Fuller details of discipline, code of conduct and uniform are to be found in the Student Handbook issued to each pupil coming to Broughton Hall in June/July.**

*“Very good relationships between teachers and students are a strong feature of the teaching.”*

*Ofsted*

*“Students are highly motivated and apply themselves to study and research diligently.”*

*Ofsted*

## PERSONAL BELONGINGS

Pupils are given a locker and they are asked to take care of their property. All items and clothing must be clearly marked. Blazers must be embroidered in the appropriate year colour with the pupil's name and year colour tape across the top of the pocket.

*“Teachers, learning mentors and support assistants provide very good support.”*  
Ofsted

**The school cannot accept responsibility for articles/property lost at school.**

**Mobile phones, pagers and personal stereos are not allowed in school.**

## PARENT TEACHER ASSOCIATION

There is a flourishing P.T.A. in the school which raises money for school by organising fashion shows, plant sales and other functions.

Parents give generously of their time in supporting school activities. The P.T.A. is an important channel for parental involvement and underlines the partnership with parents.

## COMPLAINTS PROCEDURE

In accordance with the requirements of the Education Reform Act 1988 (section 23), provision for the consideration of complaints is made with respect to the curriculum and collective worship. Holidays are no longer considered as authorised absences.

Anyone who has a complaint should contact the Head Teacher for advice.

## ATTENDANCE

The Governors and teaching staff emphasise how important daily attendance is. We urge parents not to take pupils on holiday during term time. This is detrimental to the education of the child and affects the attendance of the school community



# HOME-SCHOOL AGREEMENT

## The school will aim to:

- Provide a safe, happy and caring environment which reflects the Catholic ethos of the school.
- Value each student as a member of the school community.
- Develop the full potential of all students spiritually, morally, culturally and socially.
- Provide a curriculum that not only meets the statutory requirements, but also considers the individual needs of the student.
- Expect and maintain high standards for both teaching and learning.
- Build effective relationships which promote good behaviour and a sense of responsibility across the school community.
- Inform parents regularly of their daughter's progress and attainment.
- Let parents know of any concerns or problems that affect their daughter's work or behaviour.
- Set, mark and monitor homework and provide facilities for students to study outside of school hours.
- Offer opportunities for parents/guardians to become involved in the daily life of the school.

## The parents/guardians I/We will try to:

- Ensure that my daughter attends school regularly, arrives before 8:40 am and has the necessary equipment with her.
- Inform the school of any concerns which may affect my daughter's work or behaviour.
- Support the school's policies and guidelines for behaviour and uniform.
- Encourage and support my daughter in her home study.
- Attend parent's meetings and any discussions about the progress of my daughter.
- Encourage my daughter to get involved in the wider life of the school.

## The pupil I shall try to:

- Attend school regularly, arrive before 8:40 am and bring the necessary equipment with me.
- Conduct myself in a way that will command the respect of others in my school community.
- Wear the correct school uniform.
- Complete my work to the best of my ability.
- Contribute to the wider life of the school and uphold its values - use my talents to the full.
- Take pride in and protect the school environment.

Signature: \_\_\_\_\_ (Parent)      Date: \_\_\_\_\_

Signature: \_\_\_\_\_ (Pupil)      Form: \_\_\_\_\_

Signature: \_\_\_\_\_ (Headteacher)

## EDUCATION REFORM ACT (1988)

### CHARGING FOR SCHOOL ACTIVITIES

The 1988 Education Act sought to clarify what charges, if any, could be made for school activities. The four main objectives of the provisions of the Act are as follows:

- Schooling should be free
- Activities offered wholly or mainly within the school-time should be available to all, regardless of parents' ability or willingness to meet the cost.
- Charges may be made for optional extras which take place wholly, or mainly, outside the school day.
- Schools are free to invite voluntary contributions in support of any activity whenever it takes place.

## BROUGHTON HALL

### POLICY ON CHARGING FOR SCHOOL ACTIVITIES

- There will usually be no charge for individual tuition in the playing of a musical instrument. However some children have private arrangements for after school sessions.
  - A charge will be made by all board and lodging costs on residential visits. There will be a remission of these charges where the pupil is in receipt of an Education Maintenance Allowance.
  - There will be no charge for public examination entries, except:-
    - (a) for the second of a "double" examination entry.
    - (b) for repeat examinations where no tuition has been provided by the school.
    - (c) when a pupil has failed, for no good reason, to complete the requirements for the examination or to sit it.
  - There will be no charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory Religious Education or for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase the product.
  - A charge will be made for activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed public examination, and are not required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education.
1. Voluntary contributions will be sought from parents for school activities in, or out of school-time, for which compulsory charges cannot be levied, but which can only be provided if there is sufficient voluntary funding, whilst ensuring that, when such an activity takes place, no pupil is excluded by reason of inability to pay.



2. As the majority of school visits and trips are the initiative of subject departments, each department is responsible for devising its own policy on the proportion of cost parents are asked to contribute. How far a department will subsidise activities from its own BSM, is a decision to be made by them at the beginning of the financial year. The amount by which a department subsidises a trip, will no doubt be influenced by the activity's relevance to curriculum and programmes of study. Other criteria, such as whether or not the trip is residential, can also be used.
- On no account must a pupil be excluded from a departmental trip by reason of her/his inability to pay. All funds for subsidies must be calculated before the financial year and included in the departmental budget plans.
  - Recompense will be sought from parents or pupils for damage to, or the loss of, school property caused wilfully or negligently by their daughters; this includes all types of books.
  - The Governing Body delegates to the Chairman of Governors and Head Teacher the determination of any individual case arising from the implementation of this policy.





## SUMMARY REPORT: PERCENTAGES

These tables show the percentage of the Year 9 pupils achieving each level in 2010.  
Figures may not total 100% because of rounding.

### KEY STAGE 3 2010 - Broughton Hall High School

	W	1	2	3	4	5	6	7	8	EP	Dis	Abs
English	0	0	0	1	13	87	97	11	1	0	0	0
Mathematics	0	0	3	11	37	41	71	25	0	0	0	1
Science	0	0	0	2	20	98	58	32	0	0	0	0

**TEACHER ASSESSMENT: Percentage at each level**

**TEST RESULTS: Percentage at each level**

**TEACHER ASSESSMENT: Percentage at each level**

In Modern Foreign Languages, Levels 4 and 5 represent achievement at the nationally expected standard for most 14 year olds. This is the level below the expectations for the other subjects because Modern Foreign Languages are not introduced until Year 7.

**Key:** **Dis** = disapplied under sections 364 and 365 of the Education Act 1996;

**Abs** = absent;

**W** = working towards Level 1 but have not yet achieved the standards needed for Level 1;

**B (tests only)** = students not entered for the tests because they were working below Level 3 in Mathematics or Science and below Level 4 in English;

**EP** = exceptional performance.

## 2009-2010 RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

**Total number of pupils of compulsory school age on roll  
for at least one session during the reporting period:**

**1058**

**Percentage of sessions (half days) missed through authorised absence:** **5.30%**

**Percentage of sessions (half days) missed through unauthorised absence:** **1.8%**

2009-2010 RESULTS ACHIEVED BY PUPILS AGED 15\*

Number of pupils aged 15\*: 207 Number of pupils aged 15\* not entered for GCSE: 2

**GCSE RESULTS (Pupils aged 15\*)**

\* On roll at the school on the third Thursday in January, having reached the age of 15 in the 12 month period ending 31 August 2006. +N/A denotes that the examination was not attempted.

SUBJECT	ENTRIES	A*	A	B	C	D	E	F	G	U	N/A
Additional Science	154	23	25	49	36	13	5	0	3	2	0
ALAN Level 2 (num & Lit)	10	0	10	0	0	0	0	0	0	0	0
Art	0	0	0	0	0	0	0	0	0	0	0
Art BTEC	33	1	24	8	0	0	0	0	0	0	0
ASDAN	39	0	39	0	0	0	0	0	0	0	0
Bus STDS OCR	58	14	41	3	0	0	0	0	0	0	0
Business Studies	37	12	10	13	1	1	0	0	0	0	0
Core Science	157	12	40	55	38	11	0	0	0	1	0
D&T Food Technology	76	22	17	26	7	4	0	0	0	0	0
D&T Graphic Products	47	10	13	13	9	2	0	0	0	0	0
D&T Resistant Materials	13	2	4	3	2	1	1	0	0	0	0
D&T Food Technology	41	3	10	13	12	3	0	0	0	0	0
D&T Textile Technology	27	12	11	4	11	10	1	0	2	6	0
Drama	14	3	4	7	0	0	0	0	0	0	0
English Language	193	28	61	61	23	17	2	1	0	0	0
English Literature	194	12	54	61	44	19	1	0	0	0	3
Expressive Arts	11	0	1	5	4	0	1	0	0	0	0
French	7	0	4	2	1	0	0	0	0	0	0
Geography	16	5	4	1	4	1	1	0	0	0	0
Health & Social Care	23	0	0	3	5	5	8	0	8	2	0
History	64	16	7	9	11	9	8	0	2	2	0
ICT OCR NATIONALS 1	151	19	50	82	0	0	0	0	0	0	0
ICT OCR NATIONALS 2	141	19	50	72	0	0	0	0	0	0	0
ICT OCR NATIONALS 3	5	0	0	5	0	0	0	0	0	0	0
Leisure and Tourism 1	31	1	1	8	10	5	3	0	2	1	0
Leisure and Tourism 2	30	1	0	3	9	11	3	0	3	0	0
Life Skills	39	0	39	0	0	0	0	0	0	0	0
Mathematics	196	24	40	51	29	30	16	0	4	2	0
Music	5	3	2	0	0	0	0	0	0	0	0
Religious Studies	135	27	28	42	21	9	4	0	0	4	0
Science BTEC	41	0	0	39	0	0	0	0	0	0	2
Spanish	121	11	30	47	16	14	3	0	0	0	0
Sport/PE Studies	12	0	7	1	3	1	0	0	0	0	0
Textiles BTEC	10	1	4	5	0	0	0	0	0	0	0

## GCSE RESULTS

		% 5+ A* - C (inc. m & e)*	% 5+ A* - C	% 5+ A*-G	Average points score
<b>Results</b>					
<b>2005 - 2006</b>	<b>Broughton Hall</b>	<b>N/A</b>	<b>59</b>	<b>96</b>	<b>378</b>
	<b>Liverpool</b>	<b>N/A</b>	<b>56</b>	<b>84</b>	<b>340</b>
	<b>National</b>	<b>N/A</b>	<b>59</b>	<b>91</b>	<b>365</b>
<b>2006 -2007</b>	<b>Broughton Hall</b>	<b>45</b>	<b>65</b>	<b>96</b>	<b>395</b>
	<b>Liverpool</b>	<b>37</b>	<b>61</b>	<b>87</b>	<b>359</b>
	<b>National</b>	<b>47</b>	<b>63</b>	<b>92</b>	<b>378</b>
<b>2007-2008</b>	<b>Broughton Hall</b>	<b>55</b>	<b>79</b>	<b>97</b>	<b>394</b>
	<b>Liverpool</b>	<b>41</b>	<b>66</b>	<b>89</b>	<b>390</b>
	<b>National</b>	<b>48</b>	<b>65</b>	<b>92</b>	<b>390</b>
<b>2008-2009</b>	<b>Broughton Hall</b>	<b>60</b>	<b>95</b>	<b>99</b>	<b>463</b>
	<b>Liverpool</b>	<b>46</b>	<b>74</b>	<b>N/A</b>	<b>N/A</b>
	<b>National</b>	<b>50</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>2009-2010</b>	<b>Broughton Hall</b>	<b>59</b>	<b>97</b>	<b>99</b>	<b>492</b>
	<b>Liverpool</b>	<b>53</b>	<b>84</b>	<b>N/a</b>	<b>N/a</b>
	<b>National</b>	<b>N/a</b>	<b>69</b>	<b>N/a</b>	<b>N/a</b>

- New Average Points system used nationally. Points score is total average points. A\* Grade equivalent to 58 points, dropping 6 points for each grade.
- Including Maths and English

N/A = Not Available

# 2009-2010 RESULTS ACHIEVED BY PUPILS AGED 16, 17, 18\*

## GCE A LEVEL RESULTS (PUPILS AGED 17, 18\*)

SUBJECT	ENTRIES	A*	A	B	C	D	E	U
App Bus	24	0	0	2	8	9	5	0
App Sci	4	0	0	1	2	1	0	0
Art	7	0	0	0	2	1	2	2
Biology	12	0	1	1	5	3	2	0
Btec Sport	3	0	1	2	0	0	0	0
Btec T&T	1	0	1	0	0	0	0	0
Business Std	20	2	0	5	9	3	1	0
Chem	11	0	2	2	2	2	3	0
Dance	4	0	0	1	2	1	0	0
General Studies	1	0	0	0	0	0	0	1
Eng Lang	1	0	0	1	0	0	0	0
Eng Lit	19	0	2	4	7	6	0	0
H & S	8	0	0	2	0	3	1	2
Hist	3	0	0	0	1	2	0	0
ICT National	20	0	3	0	11	0	6	0
ICT (CH)	2	0	0	0	0	2	0	0
Maths	10	0	0	2	3	4	1	0
Media	17	0	1	5	6	3	1	0
PE	2	0	0	1	0	1	0	0
Perf Studies	4	0	0	0	3	1	0	0
Physics	7	0	0	2	3	1	1	0
Politics	3	0	0	0	3	0	0	0
Prod Des	2	0	0	1	0	1	0	0
Psychology	11	0	1	2	2	5	1	0
RE	13	0	0	4	2	6	1	0

- On roll at the school on the third Thursday in January, having reached the age of 17 or 18 in the 12 month period ending on 31 August 2010.

## YEAR 13 DESTINATIONS 2010

<b>Chloe Allen</b>	Edge Hill University	Television Production Management
<b>Laura Atkinson</b>	Liverpool John Moores University	Primary And Secondary Education D&T
<b>Ellen Ball</b>	Education	
<b>Kirsty Ball</b>	University of Liverpool	Diagnostic Radiography
<b>Aimee Beech</b>	University	USA
<b>Clare Bennet</b>	Education	
<b>Melanie Boylan</b>	Employment/Training	
<b>Finola Brown</b>	Employment	
<b>Lauren Brown</b>	Education	
<b>Molly Byrne</b>	Liverpool Community College	Art and Design
<b>Steven Calvert</b>	Liverpool John Moores University	Adult Nursing
<b>Amy Carney</b>	Liverpool Community College	Art and Design
<b>Megan Chadwick</b>	Employment	
<b>Alexandra Clark</b>	Employment/Training	
<b>Ashley Clarke</b>	Employment/Training	
<b>Rebecca Clarke</b>	University of Central Lancashire	British Sign Language
<b>Katherine Clegg</b>	University of Chester	Child Nursing
<b>Lauren Clinton</b>	Liverpool John Moores University	Business Management
<b>Jason Condron</b>	Liverpool John Moores University	Civil Engineering
<b>Laura Condron</b>	Liverpool Hope University	Marketing and Psychology
<b>Rachael Cook</b>	Education	
<b>Sarah Corley</b>	Liverpool John Moores University	Forensic Psychology and Criminal Justice
<b>Faye Costello</b>	Education	
<b>Faye Crowe</b>	Education	
<b>Hannah Cummins</b>	Liverpool Hope University	Education Studies with Mathematical Studies
<b>Amy Currie</b>	Liverpool Dance College	Dance
<b>Megan Dunn</b>	Employment/Training	
<b>Kristie Fall</b>	Employment/Training	
<b>Megan Field</b>	Employment	
<b>Catherine Gallagher</b>	Liverpool John Moores University	Criminal Justice
<b>Sally Gouldson</b>	Employment	
<b>Jade Hamilton</b>	Liverpool John Moores University	Media, Culture and Communication
<b>Gabriella Holmes</b>	University of Leeds	English, Theology and Religious Studies
<b>Heidi Houghton</b>	Liverpool John Moores University	English and Creative Writing
<b>Hannah Hughes</b>	Manchester Metropolitan University	Digital Media/ History
<b>Laura Hughes</b>	Lancaster University	Law
<b>Catherine Hunter</b>	Education	
<b>Elizabeth Hunter</b>	Education	
<b>Carly Inman</b>	University of Hull	American Studies and Spanish
<b>Rachael Jackson</b>	Liverpool Hope University	Primary Teaching with Early Childhood Studies
<b>Ricki Jackson</b>	University of Chester	Politics and History



## YEAR 13 DESTINATIONS 2010

<b>Sophie Jackson</b>	University of Liverpool	Astrophysics
<b>Erin Johnson</b>	Gap Year	
<b>Catherine Kelly</b>	University of Liverpool	Radiotherapy
<b>Keeleigh Jo Kelly</b>	Liverpool Hope University	Childhood and Youth Studies / Disability Studies
<b>Nikeh Knight</b>	University of Manchester	Chemistry
<b>Natasha Lamkin</b>	Education	
<b>Lewis Langford</b>	Education	
<b>Laura Lawler</b>	Liverpool Hope University	Accounting
<b>Emily Lee</b>	Liverpool Hope University	Childhood and Youth Studies / Disability Studies
<b>Rebecca Lyons</b>	University of Liverpool	Business Studies
<b>Rebecca Maddison</b>	Education	
<b>Ryan McTaggart</b>	Employment	
<b>Clare Moore</b>	Liverpool Community College	Art And Design
<b>Natalie Moore</b>	Edge Hill University	Business and Management
<b>Lauren Murphy</b>	Liverpool John Moores University	Education Studies and Physical Education
<b>Natalie Murphy</b>	Liverpool Community College	Art and Design
<b>Gemma OAKES</b>	Liverpool John Moores University	Construction Management
<b>Purba Naidu</b>	University of Swansea	Law
<b>Rachel Nugent</b>	Manchester Metropolitan University	Clothing Design and Technology
<b>Lauren Nuttie</b>	Education	
<b>Jessica O'Shaughnessy</b>	Gap Year	
<b>Ashleigh Paxton</b>	Liverpool John Moores University	IT and Multimedia Computing
<b>Samantha Pollock</b>	Liverpool John Moores University	Business Studies
<b>Sian Reilly</b>	Employment/Training	Dance Studies
<b>Katie Reilly</b>	Liverpool John Moores University	Business Mathematics
<b>Daryl Roche</b>	Gap Year	
<b>Hannah Ryan</b>	Liverpool John Moores University	Interior Design
<b>Blaise Sebastian</b>	University of Keele	Biochemistry
<b>Kayleigh Sefton</b>	Employment/Training	
<b>Gemma Silvano</b>	Employment	
<b>Hayley Simcock</b>	Gap Year	
<b>Eve Slater</b>	Liverpool Community College	Art and Design
<b>Ellis-Marie Sondergaard</b>	Employment	
<b>Megan STOREY</b>	Gap Year	
<b>Jayne Strahan</b>	Employment	
<b>Samantha Taylor</b>	Liverpool John Moores University	IT and Multimedia Computing
<b>Jake Thomas</b>	University of Central Lancashire	Business and Management
<b>Tonia Tomy</b>	University of Bradford	Chemistry with Pharmaceutical and Forensic Science
<b>Gemma Torley</b>	Sheffield Hallam University	Diagnostic Radiography
<b>Kerrie Tosh</b>	Liverpool Community College	Art and Design
<b>Abby Travis</b>	Employment	
<b>Samantha Ward</b>	Education	
<b>Stephanie Warden</b>	Education	
<b>Claudia Watkins</b>	Education	
<b>Lucy Whitehead</b>	Gap Year	



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