



Broughton Hall Catholic High School Technology College

URN: 104713

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

30 April 2026 – 01 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Partially

3

2

3

2

Compliance Statement

- The school still needs to focus upon improved outcomes in Religious Education

What the school does well

- The headteacher has inspired the renewal of this school and is an inspiration to the whole school community
- The senior leadership team has embarked upon, and wholly committed to, a journey of school improvement.
- A strong culture of welcome and inclusion is at the heart of the school which extends to those from other faiths or none.
- Students and staff are proud of their school community, describing a 'Broughton Hall Family'.
- Religious Education, whilst not yet good, has made significant progress in a short space of time with a strong commitment to further improve outcomes.

What the school needs to improve

- Improve quality of teaching in religious education lessons ensuring sufficient opportunities for creativity, independence and challenge in order to raise outcomes.
- Increase staff confidence in the planning and delivery of times of prayer allowing pupils to take leadership roles.
- Embed Catholic social teaching more fully across the school so that it can be more confidently articulated by all.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

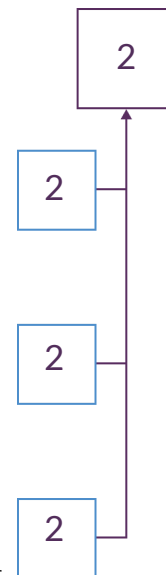
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Broughton Hall has established a well-articulated vision rooted in gospel values and the Mercy charism which increasingly underpins school life. This mission is actively lived by the majority of its students and this, along with strong pastoral provision, allows students to feel safe, loved and valued with a growing sense of belonging. Students appreciate the support and guidance the school offers; they know they are cared for and valued by the adults within the school community. The Mercy values have been recently reinforced as the foundation for the way in which the school's distinctive mission is being lived out. Students speak with confidence about this and how the Mercy values influence them as individuals. They link the Mercy values to Catholic social teaching and events such as the "grow a tenner" charity fund raiser and the school's food pantry are real examples of the way in which this is becoming more established. There is a developed sense of mutual respect and welcome across the school and this creates a culture of trust allowing relationships to flourish so that students can engage in their learning, pastoral, social and spiritual development. Behaviour across the school is good and attendance is improving.

The Mercy values underpin the Catholic life of the school, they are embraced and confidently articulated, but the mission statement itself would benefit from more clarity. There is a strong sense of developing community, and this is being supported by the quality of relationships that exist. This is a staff community that understands its students and their diverse needs. The school has invested in strong pastoral provision as a reflection of its values and this focus on inclusion for all is a great strength of the school. The inclusion base and reflection provision are clear examples of the school going the extra mile to ensure all students,

including those who are the most vulnerable feel safe. The school is currently at a point of transition with regards its wider chaplaincy provision and committed to its further development. In the meantime, this is being lived out with “Be Broughton” fast becoming part of the vernacular of the school. The school has developed bespoke provision for relationships, sex and health education which meets Archdiocesan requirements. Consequently the provision for Catholic life and mission is good.

New leadership has brought a renewed sense of vigour, ambition and inspiration to Broughton Hall. The sanctity of each person is held at the heart of leaders' decisions, recognising the unique gifts that each child possesses. Governors share this ambition. As a result of effective self-evaluation processes, leaders are focused on further enhancing the strengths of the school and are relentless in their drive to improve areas needing further development. The school engages well with all its key stakeholders. Relationships with parents are strong, one parent commented “this school is like a family to me”, with another stating that they “could not recommend the school enough” because of how it has “uplifted” her daughter. Staff are passionate about the school, they feel listened to, involved in key decision making and supported through the pastoral care available to them. Staff appreciate the provision for professional development in relation to the Catholic life and mission of the school. Staff new to the school, including Early Career Teachers, are very positive about their induction and talk about belonging to a “fantastic community”. Leaders engage with a wide range of representatives from the archdiocese as well as the wider family of schools. The school has worked on moving towards a holistic Catholic curriculum, including Catholic social teaching, but this is at a developmental stage.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

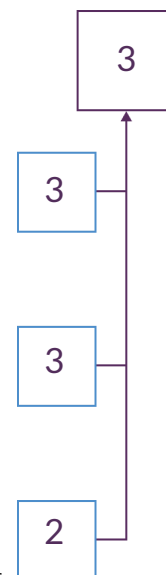
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Outcomes in Religious Education require improvement. In recent years outcomes for students at GCSE have declined when compared to national standards; this is most notable for students who have a special educational need and/or disability or who are disadvantaged. The headteacher and senior leadership team are acutely aware of this and have a robust improvement plan in place to address this for current year 11 students. They clearly understand that outcomes are a result of historic poor quality provision in religious education and they are working at pace to rectify this but, it is at an early stage. Student behaviour in lessons is good but achievement is variable. When students are presented with challenges and opportunities to work independently and be creative, they rise to this challenge. However, at the present time, this is not the typical experience for the majority of the students at the school. The work in student exercise books is mostly well presented but the quality of the work does not reflect the demands of the planned curriculum. The religious education staff and senior leaders are aware of this and working hard to address it. This is evident in better quality work from students in lower Key Stage 3.

There are positive relationships within the subject, and all teachers see the intrinsic value of religious education in a Catholic school. However, the department has experienced significant upheaval in the last eighteen months with several changes in leadership. This has had an impact on the quality of provision. The current leaders in religious education have worked hard to put in place, in a very short timeframe, a curriculum which meets the demands of the Religious Education Directory and GCSE. The curriculum is sequenced appropriately, and

resources are being developed at pace. This is a strong reflection of the current religious education team and their commitment to the students. Leaders in the school have implemented the “Broughton way” which focuses on the essential features of effective teaching and learning across the school. In religious education, teachers have already embedded good retrieval practice and have a plan to work together to further upskill new and existing teachers in using all forms of assessment incisively. They should also increase the pace and challenge of their lessons to promote independence. Teachers are all provided with clear information about the needs of individual students and are starting to use this to adapt their lessons to meet the needs of all students. Given that all of this is in the early stages of development, the provision of religious education still requires improvement.

Leaders and governors are very open and honest in their evaluation of religious education. Inspired by the headteacher, they are absolutely committed to transforming this school and are resolute in the pursuit of this. Religious education is at the heart of this ambition. Leaders acknowledge that over a number of years standards in religious education have not been high enough, they have an acute understanding of the causes of this and a strong plan for its improvement. The plan is clear and logically sequenced to build sustainability. It takes full account of staff wellbeing and workload, and leaders are grateful for the commitment and agency of current religious education teachers in bringing about some change already in a short space of time. The governors support the headteacher and leaders in this. They are informed about the breadth of the challenges faced and are providing resources, including professional development opportunities to ensure this change is both timely and manageable. The vision, plan and commitment along with impact in a short space of time means that leadership of religious education is good.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

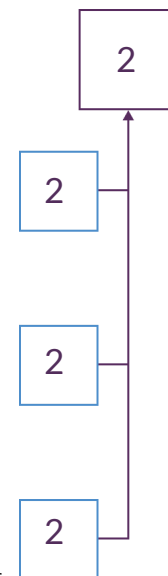
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Student participation in, and response to, collective worship is good. Students respond well to experiences of prayer and liturgy, remaining attentive and prayerful during morning prayer and celebration of the Word. The school has worked to develop a variety of ways of praying, especially during liturgical celebrations of the Eucharist and whole year and school events. Local clergy spoke enthusiastically about how students make the Gospel come alive during liturgy through the mediums of music, dance, drama, and art. Students have started to take leadership roles in planning prayer and liturgy and were particularly proud of their work in planning and leading the Stations of the Cross. This work is providing a model for future student engagement and leadership of prayer and liturgy. Students recognise different forms of prayer in use within the school. They can link prayers, such as the Mercy Prayer, to the school's wider Mercy Mission and values and speak about it with pride. The impact of these practices is becoming evident: one student made an explicit link between prayer, her own resilience and her ability to navigate difficult times. Leaders should look for further ways to offer formation to students to support them in planning and leading prayer and liturgy experiences.

The quality of the school's collective worship is good. A common prayer format, rooted in Scripture, is used during form-time prayer and celebration of the Word. The headteacher plans weekly themes supported by scripture which is quality-assured by a priest in the archdiocese. Prayer and liturgy follow the daily patterns of morning prayer. Liturgical celebrations follow the rhythms of the Church, with the Eucharist being celebrated at the start and end of the year, as well as during Advent, Christmas, Lent, and Easter. Prayer and liturgy

offer students a variety of ways to pray, ranging from formal vocal prayer and reflections on scripture to the use of music, silence, dance, drama and art. As a consequence of prayer being rooted in scripture, students can reflect on and articulate what the chosen passage means to them. Staff effectively model good practice in prayer and liturgy and are becoming increasingly confident. For example, the Sixth Form celebration of the Word was led by the sixth form team, who created a prayerful and reverent atmosphere in which students reflected on the theme of "Vines and Branches". The chapel provides a calm and prayerful space for staff and students to pray. Students said they like the chapel and can go there if they need to pray. The school has developed good links with the local parishes.

The degree to which leaders and governors promote, monitor, and evaluate the provision for collective worship is good. From a 'standing start', leaders and managers have covered a lot of ground in a short space of time with regards to prayer and liturgy. There is a clear prayer and liturgy policy that identifies the routines for prayer and liturgy, as well as the responsibilities of those who lead in this area of school life. Leaders have started to skilfully develop aspects of students' participation in prayer and liturgy and are looking to create positive momentum in student ministry. Leaders actively seek out support from local clergy and other schools in developing prayer and liturgy opportunities. The school links with parishes to support students' preparation for Confirmation. Leaders quality assure the provision for prayer and liturgy regularly and take appropriate action. For example, quality assurance had led to further the 'upskilling' of heads of year in supporting the development and evaluation of prayer and liturgy.

Information about the school

Full name of school	Broughton Hall Catholic High School Technology College
School unique reference number (URN)	104713
School DfE Number (LAESTAB)	3414792
Full postal address of the school	YEW TREE LANE, WEST DERBY, LIVERPOOL, L12 9HJ
School phone number	0151 541 9440
Headteacher or Head of School	Mrs Sarah O'Rourke
Chair of Governors	Ms Jeanette Cave
School Website	www.broughtonhall.com
Trusteeship	Diocesan
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	11 - 18
Gender of pupils	Girls
Date of last denominational inspection	27 November 2018
Previous denominational inspection grade	Good

The Inspection Team

Andrew Dawson Lead

Daniel Morgan

Michael Bennett

Michelle Mcglown

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement