



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## BROUGHTON HALL CATHOLIC HIGH SCHOOL

### LIVERPOOL

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Inspection Date: Wednesday 28 November 2018

Inspectors: Deacon Paul Mannings and Mrs Elizabeth Dolan

Unique Reference Number: 104713

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

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Type of School: Catholic, voluntary aided, girls comprehensive

Age range of pupils: 11-18

Number on roll: 1,164

Chair of Governors: Mrs Maria Eves

Headteacher: Miss Susan Clarke

School address: Yew Tree Lane,  
Liverpool  
L12 9HJ

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Date of last inspection: Wednesday 6 November 2013

## Introduction

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

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

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

## Information about this school

- Broughton Hall is an 11-18, Catholic voluntary aided, girls comprehensive.
- The school is under the trusteeship of the Institute (Sisters) of Mercy and situated in the Archdiocese of Liverpool.
- There are 1,164 pupils on roll of whom 972 (83%) are baptised Catholics, with 29 (3%) from other Christian denominations and 41 (4%) from other world faith or religious traditions. There are 122 pupils (10%) who express no religious affiliation.
- The school serves the associated parishes in the Liverpool North pastoral area, with a significant number of pupils drawn from schools in the wider area.
- The school has 92 teaching staff, 51% of whom are Catholic.
- The Religious Education Department has six full time members, together with one who teaches part-time in addition to other full-time responsibilities. Five are qualified in Religious Education.
- The Chair of Governors has been appointed since the last inspection (having been Acting Chair at that time).
- The Lay Chaplain has been appointed since the last inspection.

### Key for inspection grades

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

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## OVERALL EFFECTIVENESS

Broughton Hall is good in its provision of Catholic Education.

## CATHOLIC LIFE

### The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They value the Mission Statement because they understand how to live it through their own actions. Pupils regard Student Council as a key expression of mission in action. They are encouraged to express their views. They value the fact that people listen.
- This is a community in which pupils know their worth because there is an overriding sense of holistic educational purpose, an encouragement to do well, an insistence on celebrating personal success.
- Pupils are enthusiastic to participate in *Faith in Action*, *Young Disciples* and *Laudato Si* (to name but several) primarily because these provide them with the challenge to sustain their generosity in undertaking wide ranging projects that support the needs of others. These are organised during form and in voluntary time. Members of Year 9 note the fact they can gain community credits for their efforts but are as quick to say that their support is more about serving the common good. To them, faith in action goes beyond the remit of an award and is better described by these pupils as a successful challenge to live the mission.
- Pupils have the highest regard for school chaplaincy because in their own words, “There is lots going on and we can all take part regularly or on occasions. “
- Pupils are well supported pastorally. Their safeguarding is naturally paramount but furthermore they know why and how. They respond well to the high expectations demanded by the *Behaviour Policy*. This results in pupils’ best levels of behaviour around the school especially through their exemplary interaction with each other.
- Through Relationships and Sex Education pupils have an excellent understanding about how loving relationships are developed within a Christian context.
- Pupils are thoroughly proud of the Catholic tradition of the school and specifically their involvement with Sisters resident within the campus. They understand chaplaincy as their call to live the life of Church. They are encouraged to take this ideal back to their own parish communities and to contribute to Archdiocesan events, which have recently included *Adoremus*, with planned involvement underway for *Synod 2020*.

### The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The Mission Statement is clearly expressed, supported by aims and objectives, and provides launch point for all aspects of Catholic Life. Honesty, humility, justice and mercy are the Gospel values in the community’s “resolve to be good today and better tomorrow.”
- The school has continued to enrich its established tradition of staff involvement in Catholic Life. This is because there is a strong sense of community at all levels. There is appropriately planned continued professional development with a focus on *Christ at the Centre* of all school life. This is reflected by the integrity of the staff as they serve as role models of best practice and promotion of the highest potential within each pupil. The school day has a tangible sense of purpose tempered by an organized structure, each underpinned by positivity.

- This is further reflected by signs throughout the campus of the school's Catholic identity. Again, there can be no better sign, than the presence of the community of Sisters who live their witness through action and involvement. The Chapel is well used for private and public prayer.
- Catholic Social Teaching is implicit through the actions of the school in support of the common good, a factor that underpins both the curriculum and social interaction.
- Extensive development has taken place in the development of the role of Lay Chaplain, who responds with the highest standard of proactivity. There is a *Chaplaincy Development Plan* that is well monitored by leadership. Chaplaincy reports accompanied by areas for development indicate a rapidly ongoing process of positive innovation and change. Staff and pupils are well facilitated in being part of chaplaincy provision. Links between school, home and parish are being realistically established, with a focus on school as Living Church, a place where home and parish can and do interact.
- Safety and well-being of the community is expressed within the relevant policies and provide the highest standards of pastoral care for pupils and for staff.
- Relationships and Sex Education is meticulously coordinated jointly by the Director of Personal Social and Health Education and Careers, together with the Curriculum Manager. There are well-expressed schemes of work with written guidance for staff. The content wholly underpins Church Teaching. Regular teaching programmes are supported by Religious Education and by Science. There are a series of themed events by external providers.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The governing body essentially respects this role as vocational. Its Chair and other foundation members offer the fruits of many years of experience in Catholic leadership.
- The headteacher is a member of the Board of Directors of the Mercy International Association, founded by the trustees to promote their charism. The head is the board's international representative for Education, which in itself is their affirmation of confidence in how well Catholic life is steered at this school.
- The head has recently issued a challenging question to this effect: *If the school was emptied of all of its tangible expressions of faith (in the form of objects, vessels and displays) how would others know this is a Catholic school?* This is why the Mission Statement, Section 48 Self-Evaluation Document and Supporting School Improvement Plan continually exemplifies the extent to which school is implicitly Catholic. These documents contain evidence that the task is shared, outcomes known, strengths celebrated and improvements ongoing.
- Parents are part of the Mission because they are included and kept informed, a fact that is much appreciated and expressed though their ever-growing spirit of interaction with school life.
- The school serves the Archdiocese well through its support of events and celebrations, not least the annual spirituality days for school leaders. The school is represented in all curriculum networks for senior leaders so working with others to ensure the Catholic vision of education is lived in practice.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is good. There are outstanding features.
- In class pupils make good progress in accordance with their capabilities and starting points. There is an outstanding rate of progress in implementing higher levels of pupils' expectations and challenge through efficient use of their performance data and subsequent tracking of progress with targeted personalised intervention as appropriate. Pupils with special educational needs benefit from good or better levels of differentiation.
- Pupils' performance in the reformed GCSE specification fell short of the high standards of previous years. This in part has been due to previous departmental staffing constraints, together with significantly increased examination demands. However, it is clear that progress toward GCSE for the current cohorts is good. This is because of a prioritised emphasis on practice in new examination styles and techniques throughout Key Stages 3 and 4, which is enriched by the experiences of staff having taught the new framework for three years.
- Students' achievement at Advanced Level remains good or better. The same level of progress applies to Post 16 General Religious Education.
- Good and outstanding teaching and learning motivates pupils. They use their knowledge, understanding and skills to reflect spiritually. They are encouraged to apply what they learn to the demands of everyday life.
- Pupils concentrate well in class and know how to improve their work. They like Religious Education because they regard it as relevant. They appreciate how planning and structure of lessons gives them a sense of purpose and incentive to achieve. All of this contributes to their outstanding behaviour in lessons, which in itself sets the context for achievement and attainment.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching and learning is good.
- In some areas it is outstanding.
- The quality of assessment is outstanding.
- On the day of inspection, outstanding teaching and learning included excellent relationships between teachers and pupils. Teachers' planning and pupils' progression was exceptional. There were high quality resources.
- Good teaching aspired to these standards with well-planned lessons, good pace and flow. Pupils' thinking skills were constantly challenged. Teachers showed significant progress in working towards direct targeting that ensured as many pupils as possible were encouraged to make responses and so demonstrate understanding.
- Teachers have high expectations which in turn encourage pupils to work well independently and collaboratively.
- There is an outstanding policy for marking, assessment, recording and reporting. It is clearly formulated with a rationale. Principles for learning are well defined. The process is embedded within departmental practice. The focus is firmly on formative assessment as an integral part of the learning process.
- Scrutiny of pupils' books provided clear evidence of consistent and rigorous implementation of the policy. Their books demonstrated an established dialogue process across the key stages between teachers and pupils. This was both diagnostic and formative in nature, so enabling pupils to know where they are in their learning journey and how to move forward. Pupils take pride in their written work and value teachers' feedback and targets for improvement. This enables them to review prior learning, make necessary corrections and to improve.

- In all lessons, pupils' achievement was celebrated, which led to good or better levels of motivation.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders, governors, line and departmental management are outstanding in promoting, monitoring and evaluating the provision for Religious Education. The headteacher ensures that Religious Education is at the core of the curriculum and Catholic Life.
- The Section 48 Self Evaluation Document is an ongoing collective expression of departmental progress and noted areas for improvement. Governors and management at all levels have the capacity to continue meeting and addressing new challenges.
- Departmental staffing has been structured to ensure stability and consistency. Moreover, this includes a high level of middle leadership staff, ably placed to offer additional skills. Financial provision has parity with other core subjects. The proximity of classrooms enables interaction and sharing.
- *People of God - Called to Serve* is well established. The GCSE specification is *Catholic Christianity with Judaism* as the second religion. There is an established Advance Level specification and Post 16 verified programme of study for General Religious Education. Other world faiths and religions are included throughout the curriculum. Faith informed values are applied to British values. In this area the department has carried out an effective and positive audit of provision. Consequently, national and Archdiocesan content requirements are met.
- Religious Education is regarded as a *beacon department* within the school, noted for good or better practice in teaching and learning that is shared widely. Departmental staff meet regularly. There is a practical administrative handbook for guidance. Members are well resourced with detailed programmes of study and support materials. As a team they are committed to networking with other schools and supporting wide and varied programmes for continued professional development.
- Departmental leadership has the vision and commitment to ensure continued progress. Members have the same levels of commitment and expertise to work together and to succeed.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Pupils response to and participation in the school's Collective Worship is good.
- There is an outstanding increase in the scope for pupils' meaningful participation. They are happy to take part. Those interviewed spoke about Collective Worship positively, saying it provides, "A time to step back, to stop and to reflect."
- Pupils are used to preparing and leading worship and they have developed the confidence to do this with enthusiasm and with independence. They put thought into what they prepare and are guided by knowledge and understanding of the Liturgical Year.
- They cite different examples of styles which includes Scripture, drama, reading, singing and musical accompaniments. This has enabled them to appreciate the variety of prayer styles. Pupils are particularly appreciative of the Chapel as a quiet place and also as a focus for groups praying together. From experience they understand the spiritual benefits of retreats that enable their personal reflection as well providing a context within which they can develop as group members and return to school revitalised and with a sense of purpose.
- Collective Worship enables pupils understanding that school is a place of faith. They appreciate that Collective Worship is one key means of expressing faith. They speak too about the

challenge it gives them to become better people and to support the needs of others. This was also the shared general agreement of those who do not regard themselves as having a faith; some of these pupils are quick to reinforce the extent to which they can think, reflect, respond and serve others through a sense of justice and compassion, whatever their belief or view.

- During Collective Worship, pupils and staff are totally at ease in sharing their faith and world views with respect and mutual interest.

## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is good.
- The continued drive to enrich resources is outstanding. These are shared and form a practical and structured foundation to enable staff and pupils to adapt the content to their own needs.
- Resources are wholly inclusive in their coverage other world faiths and traditions. British Values are exposed by daily commitment to Gospel values, regardless of faith.
- Coordination is provided by the Lay-Chaplain. In the whole spirit of this school's chaplaincy, coordination is a task that is increasingly shared to enable effective participation from the community of pupils and staff.
- There are the daily year and form group gatherings. There is a weekly voluntary Mass. The Liturgical Year is celebrated through appropriate services and gatherings. Staff pray together regularly and on a daily basis with the pupils.
- Here too, the Chapel provides a base for all manner of prayer and reflection. Exposition takes place once each week. This has provided an enriched appreciation of the life-giving centrality of the Eucharist.
- Staff are increasingly skilled in joining with pupils to prepare and share acts of worship.
- During inspection staff and pupils gathered reverently for Collective Worship. They participated well and with creativity. The theme was *Disability*, which enabled them to think to discuss, to be silent and/or to pray.
- Judging from evidence contained in the policy, resources and feedback, there is successful implementation of a threefold aim that makes Collective Worship owned, real and relevant in the life of the school.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- The Section 48 Self Evaluation Document provides some good detail of progress and areas for improvement.
- The Collective Worship policy document contains an explicit rationale that is supported by clear aims and objectives, together with detailed coverage of daily and seasonal provision.
- Governors, senior leaders and coordinator are successful in ensuring that Collective Worship is pivotal to Catholic Life. Many participate because of their own personal faith commitment and practice.
- Furthermore, and essentially, they ensure that Collective Worship is expressed carefully in accordance with ethos of the Sisters of Mercy, a fact that is evident within all resources and acts of worship.
- In Collective Worship there is a continued drive for school to include the wider community of home and parish. This is to emphasise what it means to be *truly collective*. It is also about driving home the message that this school is a living Church, connected to the everyday experiences of its members.

- Great strides are being made in the continued promotion of pupils’ participation. Two outstanding recent examples include their personal and creative participation in the Cathedral celebration of the Rite of Election; and also, the school’s own commemoration of the faithful departed during its Service of Remembrance.
- The Deputy Head and Lay Chaplain monitor provision each half- term. The focus is upon the quality of content and consistency of practice. The evaluation of School Council is also sought. Outcomes, highly positive in many areas, are used to inform training needs.

## What the school needs to do to improve further

In the last inspection the first required area for improvement was to raise pupils’ achievement. Much work has been undertaken. The task is ongoing and supported by raised standards of teaching, learning and assessment. The second area for improvement was the continued development in the provision for Collective Worship. This too remains a successful work in progress due to enriched organisation, resources and breadth of participation. The school should now:

Maintain its outstanding commitment to Catholic Life by:

- Continued focus on living and sharing the Mission Statement between home, school and parish communities.

Further successful development of Religious Education by:

- Sustaining the successful drive to increase pupils’ rates of achievement and attainment in Key Stages 3 and 4;
- Increasing curriculum provision from 8% to 10% in Years 7 and 8;
- Continued practice in GCSE style techniques and questions;
- Participation in all Archdiocesan training for GCSE Religious Studies;
- Marketing student support for the restoration of Advanced Level in Year 12.

Uphold significant progress already made in the quality of Collective Worship by:

- During Collective Worship extend the available time for stillness and reflection to enable personal connection with the theme;
- Enhancing the process for monitoring provision through more frequent learning walks that includes wider levels of management;
- Using these findings to share best practice and/or further guidance amongst staff;
- Ensuring training packages are delivered to smaller groups of staff to ensure more scope for personal and creative involvement.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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### CATHOLIC LIFE



The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

## **RELIGIOUS EDUCATION**

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

## **COLLECTIVE WORSHIP**

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

<b><i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i></b>
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