



ARCHDIOCESE of LIVERPOOL

CHRISTIAN EDUCATION DEPARTMENT

**BROUGHTON HALL HIGH SCHOOL
LIVERPOOL**

A Section 48 Report from the Department for Christian Education



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BROUGHTON HALL HIGH SCHOOL

LIVERPOOL

Inspection Date Thursday 12 January 2012
Inspectors Dcn. Paul Mannings Mrs. Barbara Melia
Unique Reference Number 104713
Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic voluntary-aided, mixed
comprehensive
Age range of pupils 11-18
Number on roll 1,299
Chair of Governors Mr. J. Hartley
Headteacher Mr. G. Murphy
School address Yew Tree Lane,
Liverpool,
L12 9HJ
Telephone number 0151 235 1500
E-mail address admin@broughtonhall.com
Date of last inspection 19-20 April 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

Broughton Hall is a Catholic voluntary-aided, mixed comprehensive in the Liverpool Authority, under the trusteeship of the Institute (Sisters) of Mercy. There are 1,299 pupils on roll, drawn in the main from five feeder schools in the pastoral area together with a significant number from schools in the wider community. Baptised Catholics account for 98% of the roll, with 1% from other Christian denominations, and 1% from other world faith or religious traditions. There are 93 teachers of whom 55% are Catholic. The Religious Education department has four full-time and two part-time teachers. All are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

1

Main Findings:-

Broughton Hall is a good Catholic high school with many outstanding features. The school has continued to improve on the success already evident in the last inspection and remains committed in its mission to 'interpret human knowledge in the light of the Gospel.'

Outcomes for individuals and groups of pupils are good with outstanding features. Achievement is outstanding by the end of Key Stage 4 and at least good in all other areas. Pupils learning and progress is also good and supported by their outstanding motivation and behaviour. Their contribution to and benefit from the school's Catholic Life is outstanding. They provide a good response to and participation in Collective Worship.

Provision for Catholic Education is good with outstanding features. This is evident in teaching, learning, organisation of assessment and quality of curriculum content. Provision for Collective Worship is good.

There is outstanding leadership and management of the development of the Catholic Life. This is shared by senior and departmental leadership, together with governors. The promotion of community cohesion is outstanding and enriches commitment to Catholic Life.

Outstanding capacity for sustained improvement is evident from the high levels of outstanding features. This has been enabled by constructive self-evaluation and by challenged monitoring of supporting documents.

What the school needs to do to improve further

- Continue to develop the good and outstanding practice already evident in Religious Education through:
 - Regular review and update of the S48 Self Evaluation.
- Further support the development of Collective Worship through:
 - Monitoring of consistent provision in form groups;
 - Training to ensure effective use of resources by all form teachers;
 - Increased participation by pupils in form time.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good with outstanding features. By the end of Key Stage 3 the majority reach at least Level 5. In Key Stage 4 achievement is outstanding by the end of Year 11. Results at GCSE have

continued to rise with the current 2011 cohort achieving 87% A*-C. In the Sixth Form achievement at AS/A2 is at least good with 33% gaining A*-C at AS and 65% at A2. In both sixth form cohorts the remaining percentage reached Grade D, which is indicative of continued improvement. In the general course all students achieve according to their age and stage within Levels 2-3. Overall pupils are reaching standards that are above average in all strands of the attainment targets. Standards will be further enhanced by the existing rate of progress in the assessment process.

The quality of pupils' learning and their progress in Religious Education is good with outstanding features. Good progress in class is the result of learning strategies that are inclusive of all levels of ability. Pupils are challenged to succeed by strategies that enable both independent and shared learning. Any pupils coming off task are efficiently directed back. Overall their motivation is good and behaviour in lessons is outstanding. Both these factors contribute significantly to maintaining and raising standards

The extent to which pupils contribute to and benefit from the Catholic Life of the School is outstanding. They articulate links between Religious Education and their lives in school and beyond. They can express their own beliefs and indeed any doubts. Pupils are being nurtured in faith informed values that are applied to school activities and to the communities beyond. They are confident that Religious Education is incisive in their own development and highly value its content and delivery.

Pupils' response to and participation in Collective Worship is good. Pupils find the content helpful and relevant. They appreciate the resources provided and the quality of year group presentations in particular. They are clear about the community aspect of prayer and worship and its part in the liturgical year. They are keen to participate and do so on frequent occasions. This should continue to be developed in form groups through strategic in-service.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching and purposeful learning in Religious Education is good with outstanding features. Outstanding elements include opportunities for exceptional progress. Excellent and confident subject knowledge inspires pupils to succeed. In good lessons strong subject knowledge is supported by creative tasks that provide effective levels of challenge. There is searching questioning supported by a range of learning styles appropriately introduced and timed. Good assessment maintains progress. Effective use is made of plenary activities that encourage pupils to share their work and celebrate

achievement. A small number of pupils may benefit from more ‘scaffolding’ activities to keep them on task and confident in their progress pathways. All lessons are well organised and dependent upon thorough engagement with prior learning. Learning support assistance is extremely well deployed and part of the whole learning process.

Assessment in Religious education is good with outstanding features. This is an area the department continues to improve not least through initiatives undertaken in the current academic year. The whole assessment process is being reviewed to structure more time for pupil reflection and evaluation. Marking and annotation are consistent, positive and diagnostic. There are target levels and grades within planners and registers. The process will benefit further from increased use of individual target-setting. There are effective end of unit assessments. Progress is monitored frequently and tracked to enable all levels of differentiation.

The extent to which the Religious Education curriculum meets pupils’ needs is good with outstanding features. In Key Stage 3 the content is clearly identifiable and distinctive within the joint learning framework. The Icons process remains in place and well delivered. In Key Stage 4 the GCSE specification is relevant and well applied. In the Sixth Form AS and A2 is well established and successful. The accredited general course has continued to be enriched in terms of planning and resourcing. It was judged to be outstanding in the last national external verification. The curriculum content overall is well differentiated and supported by resources for the inclusion of all pupils. This is being developed to provide menus of learning experiences to enable pupils to strengthen talents and their individual areas for development. The content makes an outstanding contribution to their spiritual and moral development.

The quality of Collective Worship provided by the school is good. There are daily opportunities for year and form group prayer. Pupils and staff pray together. Year group worship enables pupils to be skilled and equipped in leading prayer. There are outstanding resources deployed for use in form groups. These should now to be supported by monitoring and training to ensure effective and consistent delivery, together with maximum participation by pupils. Collective Worship makes a good contribution to spiritual and moral development.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils’ needs	2
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the school

Leaders and managers provide outstanding promotion, monitoring and evaluation of the provision for the Catholic Life of the school, together with good planning and implementation of improvement to outcomes for pupils. The Mission Statement, supported by clear aims is monitored, known and lived. It is expressed within the S48 self-evaluation and improvement plans which identify Catholic Life at the core of development. Areas for action are concise and well targeted. This enables staff and pupils to be part of progress and to identify so readily with the aims of this Catholic school. The school is to be commended for its quality lay chaplaincy that provides outreach to the staff, pupils and the wider pastoral area. The provision and expressive ordering of the new chapel is a tangible expression of Catholic Life in action.

Leaders and managers provide outstanding monitoring and evaluation of the provision for Religious Education. This too is clear from the quality of the S48 self-evaluation and continued development. It provides through understanding of the Church's mission in education through celebration of success and implementation of improvement. There is outstanding leadership and management of the Religious Education department. High levels of organisation and support ensures maintained achievement in this successful department.

Governors provide outstanding challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and effectively challenged. They are supportive of Religious Education through high profile interaction.

Leaders and managers provide outstanding promotion of community cohesion. It impacts highly within Catholic Life, particularly through support of the works of the Sisters of Mercy nationally and globally. The school continues to audit its promotion. Themes in Collective Worship are inclusive through their relevance to contemporary issues. The content of Religious Education is robustly applied through gospel values that impact on the lives of pupils. It explicitly includes knowledge and understanding of other world faiths and religions. The school is at the forefront of developments in teaching and learning to ensure the inclusion of all is central to its shared vision.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1