

SCHOOL PROSPECTUS 2010 - 2011



Broughton Hall High School A Technology College & Leading Edge School

Chairman of Governors: Mr J Hartley
Head Teacher: Mr G Murphy

Yew Tree Lane, West Derby, Liverpool L12 9HJ
Tel: 0151 228 3622 Fax: 0151 228 1980
E-Mail: admin@broughtonhall.com
Web Site: www.broughtonhall.com

BROUGHTON HALL HIGH SCHOOL

This is a Safeguarding School

We are committed to safeguarding and promoting the welfare of young people and we expect all pupils, staff, volunteers and visitors to share this commitment.

The named Safeguarding Officers are

Ms S. Clarke Deputy Head Teacher

Ms S. Reid Student Support Manager

The Nominated Governor for Safeguarding is

Mrs M Buckley

Copies of the school safeguarding policy can be obtained from the school on request.

<i>Index</i>	<i>Page</i>
Message from the Head Teacher	4
Building Schools for the Future	5
Mission Statement	6
Information	7
School Day	7
Holiday Dates	7
Admissions Policy and Application	9
School Ethos and Values	13
Technology College Statement	14
Leading Edge School Status	15
Networked Learning Community	15
Curriculum Policy	16
Year 7	17
Sixth Form	18
Assessment and Reporting	19
Homework	19
Special Educational Needs	19
Sex Education	19
Extra Curricular Activities	20
Physical Education	20
Careers Education and Guidance Policy	21
Pastoral Structure	22
Discipline	22
School Uniform	22
Personal Belongings	23
Parent Teacher Association	23
Complaints Procedure	23
Attendance	23
Home-School Agreement	24
Policy on Charging for School Activities	25
Summary Report for Key Stage 3 Results	27
GCSE Results of those at 15+	28
GCSE Results	29
Routes Taken by Pupils Over 16	30
Rates of Authorised and Unauthorised Absence	30
GCE A-Level Results	31
Vocational Qualifications Achieved	32
Pupil Destinations	33



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. As a lead school of the West Derby Networked Learning Community, we are committed to working with other partner schools to develop the best possible practice in teaching and learning. This was further extended by our selection as one of the 100 schools nationally to be involved in the Leading Edge Programme to transform secondary education.

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. 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.

With work now underway, we now move into one of the most exciting phases in the development of Broughton Hall as we build a world class learning environment to prepare your daughter for the challenges of the 21st Century. To assist in this all girls will receive a laptop computer to enable them to access the latest learning opportunities.

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

We have commenced a £21 million project to renew and refurbish our learning accommodation to better meet the challenges of the 21st century.



Perspective View of Broughton Hall Campus



Photograph taken 7th September 2009



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

Founded 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
FAX**

**0151 228 3622
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 2009 - 2010

AUTUMN TERM 2009

Tuesday 1 September - Friday 18 December
Half Term Monday 26 - Friday 30 October

SPRING TERM 2010

Monday 4 January - Thursday 1 April
Half Term Monday 15 - Friday 19 February

SUMMER TERM 2010

Monday 19 April - Wednesday 21 July
Half Term Monday 31 May - Friday 4 June
Monday 3 May - Bank Holiday

“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

Admission Policy and Arrangements for 2010-2011

- 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 2010.
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 should also complete the supplementary form. If the school is oversubscribed, failure to complete the supplementary form may 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 2009, the school was oversubscribed. Below is a breakdown of how places were allocated.

398 initial applications

210 admitted plus 7 successful appeals = 217 in total

Broughton Hall Catholic High School

Over-subscription Criteria

The Governors have agreed the following over-subscription criteria, in order of priority, for admission in September 2010. 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 Baptised Catholic 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.
- 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 Looked-after girls who are other than Catholic.
- 7 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.
- 8 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.
- 9 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, with those living closer to the school receiving higher priority.

Broughton Hall Catholic High School

Admission Arrangements

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 **1st March 2010**. 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 October half-term

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 – eg. child benefit payment address.
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 THE LOCAL AUTHORITY COMMON APPLICATION

FORM AND ARE STRONGLY ADVISED TO COMPLETE
THE SCHOOL SUPPLEMENTARY FORM

WHICH IS ADVAIALBLE FROM THE SCHOOL WEBSITE

www.broughtonhall.com

OR CONTACT

MRS MULLINS ON 0151 228 3622

REMEMBER YOU ARE ADVISED TO COMPLETE A SCHOOL APPLICATION FORM IN ADDITION TO THE LA FORM

**BROUGHTON HALL HIGH SCHOOL
TECHNOLOGY COLLEGE**

ADMISSION TO YEAR SEVEN IN SEPTEMBER 2010

- Parents must complete the Local Authority (LA) application form. Parents who wish their application to this Catholic school to be considered against the priority faith criteria should also complete this supplementary form. If the school is oversubscribed, failure to complete the supplementary form may 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 **Friday 6th November 2009**.

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

Does your child have a sibling who will be a pupil at Broughton Hall High School in September 2010? Yes No

If yes please state

Name **Date of Birth**

REMEMBER YOU ARE ADVISED TO COMPLETE A SCHOOL APPLICATION FORM IN ADDITION TO THE LA FORM

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.)

PLEASE NOTE:

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

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 first day of the autumn term 2010.

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.



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. 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. By 2009/10 all pupils in Years7-10, 12/13 will have 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

Leading Edge

LEADING EDGE SCHOOL

From July 2003, Broughton Hall was designated as Lead School in a Leading Edge Partnership, one of a hundred secondary schools throughout the country as part of the Government's aim to reform secondary education. The intention is that the Leading Edge Programme will enable schools to collaborate and share best practice in innovative approaches to learning and teaching.

We are the only school in Liverpool to achieve this recognition and work with a number of schools locally and nationally to share ideas. Opportunities are provided for our staff to access the latest research and training in such areas as thinking skills, multiple intelligences, preferred learning styles and whole brain learning. The new development places the school at the forefront of development in learning both nationally and internationally and consequently enhances opportunities for all members of our school community. The school regularly contributes to international training with visits to USA, Japan, China, Thailand, Greece, Turkey, Morocco, Switzerland and Italy.

WEST DERBY NETWORKED LEARNING COMMUNITY



Since September 2002, Broughton Hall has played a leading role in the Government initiative of Networked Learning Communities. We have been working with our partner Secondary, Primary and Infant Schools to provide training and research opportunities in learning developments. We work closely with Liverpool John Moores University and other partners to extend knowledge about brain based learning. This is facilitated by a Radio WAN Network. The West Derby WAN comprises a 36Mb radio link from Rapid Net to Broughton Hall, a 10Gb link between Broughton Hall and Cardinal Heenan and then 2Mb radio links to each of the Primary schools. This enables effective communication to build on shared examples of best practice of teaching and learning.

The WDNLC has gained a national reputation in leading work on personalised learning.

A number of major conferences with leading figures from the USA and New Zealand have taken place and the network has made a considerable contribution to the development of Liverpool's Learning Policy for all pupils.

“The school is developing a reputation for being at the forefront of development in approaches to teaching and learning and the staff are frequently invited to share experiences with other schools.”

Ofsted

CURRICULUM POLICY

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

Ofsted

In 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** Continues a cross curricular approach in RE, Geography, History (1 period each) ICT and English. A second RE, Geography and History period is taught outside Creative Minds, together with MFL, Science, Design Technology, Music, Art and Physical Education (including Dance) MFL set 1 in both bands have the opportunity to take a second foreign language.

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 experienced 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.

SIXTH FORM

“Students in the sixth form say that the encouragement and support they receive is a real strength”

Ofsted

Broughton Hall offers a Sixth Form which is open to Year 11 students who are prepared to show interest and application to school work.

Students may choose any one from a variety of courses offered at advanced AS levels.



The Sixth Form is both successful and caring and the school is ambitious for students to achieve at whatever level their courses begin.

Applied Health and Social Care (Single and Double Award); AS and A2 Levels are offered in Applied Business (Double Award); Applied Information Technology; Applied Science; Art; Biology; Business Studies; Chemistry; Dance; Design Technology (Textiles, Product Design); English Literature; French; Government and Politics; History; Mathematics; Media Studies; Music; Performance Studies; Physics; Psychology; Religious Studies and Spanish. The school works as part of the Post-16 Collaborative with five other local schools to extend curriculum opportunities for all students offering Economics / Travel and Tourism / Music Technology / Physical Education Sport BTEC.

All students have the opportunity to follow General Studies A level and a range of enrichment activities to enhance their personal development.

All students follow a General Religious Education Course.

“In the sixth form, good teaching and very good support and individual guidance helps students to achieve well.

Ofsted

“Through initiatives such as the Young Enterprise Scheme and the annual musical production, students make the most of many opportunities to work together, developing very good teamwork skills.”

Ofsted

“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.

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 AND GUIDANCE

Careers Education 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 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 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 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 2009. Figures may not total 100% because of rounding.

KEY STAGE 3 2009 - Broughton Hall High School

	W	1	2	3	4	5	6	7	8	EP	Dis	Abs
English	0	0	0	1	8	28	48	16	0	0	0	0
Mathematics	0	0	0	2	15	20	38	25	0	0	0	1
Science	0	0	0	6	17	45	24	8	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.

2008-2009 RESULTS ACHIEVED BY PUPILS AGED 15*

Number of pupils aged 15*: 207

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

SUBJECT	ENTRIES	*	A	B	C	D	E	F	G	U	N/A
English Language	195	0	27	90	48	20	6	1	1	2	0
English Literature	194	10	34	70	41	17	16	3	3	0	0
Mathematics	197	0	17	42	62	37	30	6	1	2	0
Science BTEC	31	0	0	0	31	0	0	0	0	0	0
Core Science	162	22	41	79	17	0	0	0	0	0	0
Additional Science	164	13	35	50	49	11	3	0	0	0	0
Expressive Arts	21	0	5	5	3	6	1	1	0	0	0
Business Studies	18	0	5	6	5	1	0	0	1	0	0
Double Award Business	53	0	48	48	10	0	0	0	0	0	0
Finance (Business Studies)	14	6	5	3	0	0	0	0	0	0	0
D&T Resistant Materials	16	0	1	3	6	5	1	0	0	0	0
D&T Food Technology	41	3	10	13	12	3	0	0	0	0	0
D&T Graphic Products	54	2	12	10	11	10	1	0	2	6	0
D&T Textile Technology	75	0	22	32	18	2	0	0	0	1	0
Art	46	0	1	5	20	13	6	1	0	0	0
Drama	16	0	4	7	4	1	0	0	0	0	0
ICT	140	19	22	99	0	0	0	0	0	0	0
French	134	3	5	21	43	36	20	5	1	0	0
Geography	25	1	2	3	7	7	3	1	1	0	0
Health & Social Care	22	0	0	1	5	6	5	2	1	2	0
History	51	0	6	4	17	8	12	4	0	0	0
Music	11	3	3	3	2	0	0	0	0	0	0
Religious Studies	160	6	25	48	41	27	9	3	1	0	0
Spanish	12	2	5	5	0	0	0	0	0	0	0
Sport/PE Studies	17	1	3	7	2	4	0	0	0	0	0
Leisure and Tourism	22	0	0	2	5	6	4	1	2	2	0
Alan	2	0	0	2	0	0	0	0	0	0	0
Asdan	26	0	0	26	0	0	0	0	0	0	0

GCSE RESULTS

		% 5+ A* - C (inc. m & e)*	% 5+ A* - C	% 5+ A*-G	Average points score
Results					
2004 - 2005	Broughton Hall	N/A	63	94	377*
	Liverpool	N/A	50	83	322
	National	N/A	57	90	355
2005 - 2006	Broughton Hall	N/A	59	96	378
	Liverpool	N/A	56	84	340
	National	N/A	59	91	365
2006 -2007	Broughton Hall	45	65	96	395
	Liverpool	37	61	87	359
	National	47	63	92	378
2007-2008	Broughton Hall	55	79	97	394
	Liverpool	41	66	89	390
	National	48	65	92	390
2008-2009	Broughton Hall	60	95	99	463
	Liverpool	46	74	N/A	N/A
	National	N/A	N/A	N/A	N/A

- 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

ROUTES TAKEN BY PUPILS OVER 16

Number of pupils at the start of the 2007/2008 school year:

Aged 15:	201
Aged 16:	136
Aged 17 and over:	89

Percentage of pupils

	Aged 15	Aged 16	Aged 17 and over
School or F.E. College	89.4%	87.5%	17.9%
Employment	4.8%	8.1%	16.6%
Youth Training	3.8%	1.5%	0
Higher Education	0	0	63.2%
Other	1.9%	1.5%	1.2%

2007-2008 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: 1060

Percentage of sessions (half days) missed through authorised absence: 5.6%

Percentage of sessions (half days) missed through unauthorised absence: 1.0%

2007-2008 RESULTS ACHIEVED BY PUPILS AGED
16, 17, 18*
GCE A LEVEL RESULTS (PUPILS AGED 16, 17, 18*)

SUBJECT	ENTRIES	A	B	C	D	E	U	N/A+*
Biology	15	2	0	5	3	4	3	0
Business Studies	12	1	3	5	2	1	0	0
Chemistry	12	1	4	3	3	1	0	0
Dance	3	0	0	2	1	0	0	0
Design Technology Product Design	9	0	2	1	4	2	0	0
English Literature	26	0	8	11	6	1	0	0
Expressive Arts	8	0	1	2	4	1	0	0
Fine Art	4	0	0	0	2	0	2	0
French	1	0	0	0	1	0	0	0
General Studies	16	0	1	3	10	0	2	0
Health & Social Care	4	0	0	2	0	1	1	0
History	9	0	2	4	2	1	0	0
Information Technology	14	0	1	6	6	1	0	0
Mathematics Further	1	1	0	0	0	0	0	0
Mathematics	8	3	2	1	1	1	0	0
Media Film and TV Studies	20	1	5	7	6	1	0	0
Music	1	0	0	1	0	0	0	0
Physics	6	0	3	1	1	1	0	0
Politics	3	0	0	2	0	1	0	0
Psychology	8	0	1	2	2	3	0	0
Religious Studies	4	0	2	1	0	1	0	0
Science (Voc)	6	0	1	1	2	2	0	0
Spanish	3	1	0	1	1	0	0	0

- On roll at the school on the third Thursday in January, having reached the age of 16, 17 or 18 in the 12 month period ending on 31 August 2009.

N/A+ denotes that the examination was not attempted.

2008-2009 GCE VOCATIONAL A LEVEL RESULTS

	ENTERED	A	B	C	D	E	U	N/A+
Health & Social Care	4	0	0	2	0	1	1	0
ICT	14	0	1	6	6	1	0	0
Science	7	0	2	1	2	2	0	0

	ENTERED	AA	AB	BB	BC	CC	CD	DD	DE	EE	U
Health & Social Care Dual Award	2	0	0	0	0	0	0	1	0	1	0
Business Dual award	10	0	1	0	4	2	2	1	0	0	0

YEAR 13 DESTINATIONS 2009

Sarah AINSWORTH

Layla ALDERTON	Liverpool John Moores University	Business Studies
Chloe ALLEN	Liverpool Community College	Film Studies
Callum ARMSTRONG	Liverpool John Moores University	Business Studies
Michelle BAKER	Employment	
Louise BALL	University of Liverpool	Biochemistry
Nicola BALL	Liverpool Hope University	Performance Studies
Chloe BARRIGAN	Chester University	Public relations with Events Management
Elena BOULTER	Buckingham University	Music arrangement and Artist Development
Eleanor BOWDEN	University of Liverpool	Dentistry
Abigail BROWN	Liverpool Community College	Fashion and Clothing Technology
Steven CALVERT	Employment/Training	
Heather CARROLL	Optrometist Training	Spec Savers
Lauren CAVANAGH	Liverpool Community College	Art Foundation
Gemma CHAN	Liverpool John Moores University	Business Studies
Emma COLLINS	Buckingham University	Law
Paul CRAWLEY	Liverpool Hope University	Business Studies
Anne CUNNINGHAM	Northumbria University	Nursing Studies
Laurie DAVIES	Liverpool John Moores University	Psychology and Forensic Science
Ruth DENSON	Liverpool Hope University	Primary Teaching with Music
Sarah DEVLIN	Canterbury University	Music and Film, Radio and Television
Rebecca DILLON	Liverpool John Moores University	Adult Nursing
Naomi DINN	Liverpool John Moores University	Drama and English
Sarah DONOHUE	Liverpool John Moores University	Law
Heather DOOLAN	Swansea University	English
Claire DUNN	Knowsley College	Beauty
Kelly DUNNE	University of Liverpool	Mathematics
Anne Marie EDGAR	Edge Hill University	Primary Education with QTS
Rebecca ELLIS	Liverpool John Moores University	History
Gabriella FELD	Liverpool John Moores University	Business Studies and Management
Lori FUREY	Employment	
Juliet GEORGE	De Montfort Leicester	Forensic Science
Laura GIBNEY	Liverpool John Moores University	Primary & Secondary Education
Laura GIVNAN	Liverpool John Moores University	English
Amy GRACE	Liverpool Community College	Art Foundation
Sian GRIFFITHS	Liverpool Hope University	Social Pedagogy And Social Care
Jade HAMILTON	Education	
Jennifer HARPER	Edge Hill University	Chemistry
Emily HEANEY	Birmingham University	Economics
Ainsley HENGLER	Liverpool Hope University	Tourism and Business
Catherine HINES	Liverpool John Moores University	Nutrition

YEAR 13 DESTINATIONS 2009

Alexandra KEANEY	Liverpool John Moores University	Sports Development and Physical Education
Laurence KERWIN	University of Liverpool	Business & Management
Laura LAWLER	Liverpool Hope University	Primary Teaching & Human Biology
David LUCAS	Liverpool John Moores University	Nursing
Anna MALONE	Lancaster University	History & Religious Studies
Amy MARTIN	Liverpool University	Mathematical Sciences with a European Language
Faye MARTIN	Liverpool John Moores University	Criminal Justice & Law
Lauren MCCABE	Chester University	Theology and Religious Studies
Laura MCCORMICK	Edge Hill University	Criminology and Sociology
Danielle MCDONNELL	Employment	
Courtney MCGIVERN	Liverpool John Moores University	Pharmacy
Kirsty MCGRANN	Liverpool Community College	Nursing (Mental Health)
Lauren MIDDLEMAN	Liverpool John Moores University	Biology
Clare MOORE	Edge Hill University	Primary Teaching & Modern Languages
Rebecca MYERS	Employment	
Natalie NUGENT	Liverpool John Moores University	Adult Nursing 2010
Gemma OAKES	Liverpool John Moores University	Construction Management
Alison O'CALLAGHAN	Employment	University 2010
Abigail OWENS	Employment	
Rhyannon PARRY	St Helens College	
Samantha PAXTON	Liverpool Hope University	Media
Emma-Jane PICKERING	Liverpool John Moores University	Forensic Science and Criminal Justice
Carol QUINN	Employment	
Emelia REYNOLDS	Liverpool John Moores University	Dance Studies
Jennifer REYNOLDS	University of Liverpool	History Social and Economic
Nikita RICE	Employment	
Danielle RIOZZI	Liverpool John Moores University	Events Management
Natalie SCHUMANN	Chester University	Graphic Design and Advertising
Jessica SCOWCROFT	Liverpool Community College	Art Foundation
Sean SINGLETON	Liverpool Hope University	Business Studies
Helen SLOAN	University of Liverpool	Mathematics
Ashleigh SMITH	Edge Hill University	Business Management
Megan STEEN	Employment	
Lauren STOREY	Employment	
Paul TAYLER	Education	
Kate TILLEY	St Andrews University	Medicine
Simone TOOHEY	St Helens College	Sports Therapy
Rebecca VENTRE	LIPA	Dance Performing Arts
Jodie WEBB	University of Liverpool	Biological Sciences
Rachael WELSH	Employment	
Rachael WHITTLE	Liverpool Community College	Art Foundation
Paige WILLIAMSON	Liverpool Community College	HND In Dance
Rachel WYATT	Liverpool John Moores University	Nursing Mental Health



© 2009 Broughton Hall High School Technology College



Leading Edge

