

Inspection of Broughton High School

Woodplumpton Lane, Broughton, Preston Lancashire PR3 5JJ

Inspection dates:

27 and 28 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since February 2012.

What is it like to attend this school?

Pupils at this school are provided with an exceptional education. Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family. Pupils are kind and care about others. They know about and value each other's differences. Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.

Clear and high ambitions are set for pupils, grounded in the school's motto 'achieving together.' These ambitions are fully realised. Pupils thrive academically, socially and emotionally. All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.

Pupils enjoy each other's company at social times. They smile and laugh a lot. Pupils are fully focused on learning in class. Their behaviour is exemplary.

Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy. The impressive selection of activities includes an international film club, and chess club as well as a spectacular range of sporting and music opportunities.

What does the school do well and what does it need to do better?

Senior leaders and governors ensure pupils study a wide range of subjects that meet their needs, interests and set them up extremely well for their future lives.

Leaders' design of subject curriculums is consistently excellent. Much thought is given to the rich and ambitious subject knowledge that pupils should learn. Leaders are clear about how and when pupils should learn this knowledge. Teachers use their subject expertise to implement the subject curriculums extremely well. Pupils get to build securely on what they already know, and also to bring together the rich knowledge that they have gained previously to tackle complex ideas and questions.

Teachers make sure that no pupils are left behind or fail to achieve all that they should. Teachers quickly spot when pupils do not grasp essential knowledge first time around. They take careful and effective action to cement pupils' understanding before new learning is introduced. As a result, pupils learn a rich body of knowledge that they remember over time. This leads to their excellent achievement.

Leaders and teachers identify and support pupils with SEND especially well. Teachers use the high-quality information that they are provided with to help them support pupils with SEND. This means that these pupils are able to follow the same

ambitious curriculums as other pupils. Accordingly, these pupils achieve very well indeed.

Many pupils become expert readers at this school. Pupils are provided with the opportunities that they need to satisfy their thirst for reading. Pupils get to read academic texts and journals throughout the day in their subject classes. Pupils also take opportunities to read regularly at other times, including in the school library. Pupils especially enjoy reading fiction books at these times.

Leaders quickly identify any pupils who find reading difficult. They provide effective reading support for these pupils. Pupils become confident and fluent readers, who can learn very successfully across the curriculum.

Pupils benefit from an exceptional personal development programme. They gain the knowledge that they need to understand, participate and succeed in modern Britain. The 'Best of Broughton' award brings together activities that grow pupils' character, confidence and personal identity throughout their time at the school. Pupils of all ages flourish in the roles of responsibility and leadership that they are offered. Leaders monitor pupils' take-up in these roles, to help make sure that they all get the opportunity to enjoy this much valued aspect of school life. Pupils receive a high-quality independent careers advice and guidance programme. This prepares them extremely well for their next steps in education, employment or training.

Pupils' thirst for knowledge means that they are firmly focused on their learning. Their excellent behaviour and attitudes to study helps them to learn and remember more.

Governors make an exceptional contribution to the school's success. They understand their responsibilities and they carry out their role to the highest standard. Governors' strategic leadership, coupled with their effective approach to holding leaders to account, ensures that their high ambition for pupils is met.

Staff feel valued. They appreciate leaders' work to support their well-being and ensure that they have a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep staff up to date with information about the dangers that pupils may face. Therefore, staff are quick to spot the signs that pupils may be at risk of harm. They report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Pupils learn about risks to their safety, and how to spot and avoid them. They seek help when they need it.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119759
Local authority	Lancashire
Inspection number	10242466
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	919
Appropriate authority	The governing body
Chair	Martine Morris
Headteacher	David Botes
Website	www.broughtonhigh.co.uk
Date of previous inspection	22 and 23 February 2012, under section 5 of the Education Act 2005

Information about this school

- A small number of pupils attend alternative provision at four registered external providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide information for pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders and subject leaders.

- The lead inspector met with a group of governors, including the chair of the governing body.
- The lead inspector spoke with a representative of the local authority.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in design and technology, English, French, geography, mathematics and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Thomas Fay	Ofsted Inspector
Amina Modan	His Majesty's Inspector
Sarah Mitchell	Ofsted Inspector

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