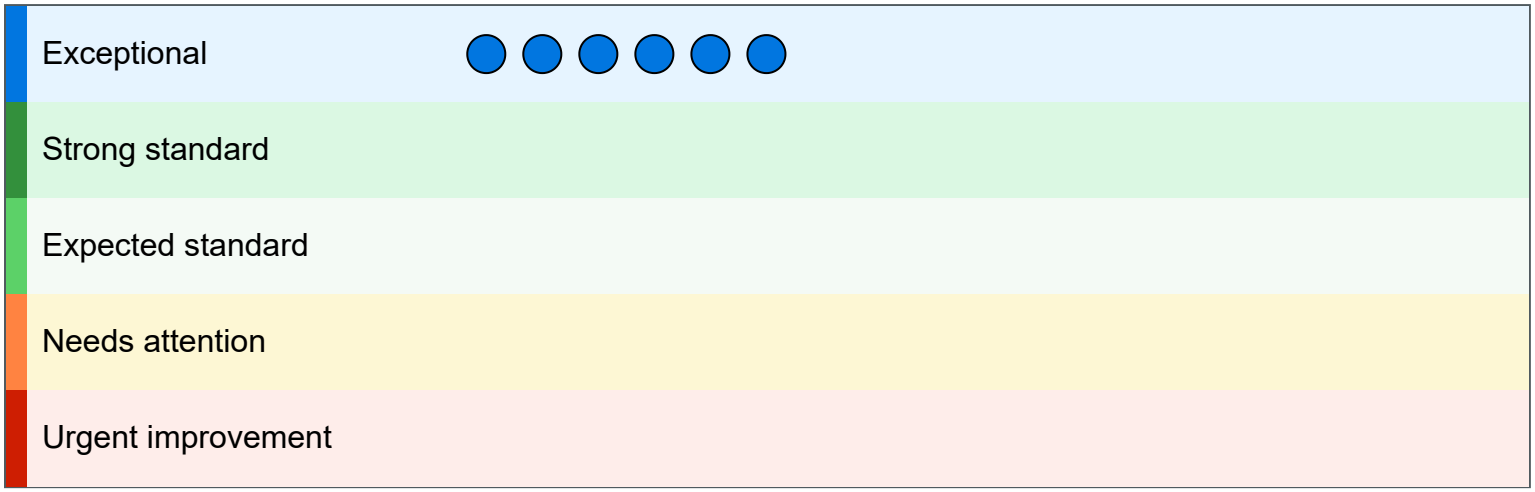
Broughton High School

Address: Woodplumpton Lane, Broughton, Preston, Lancashire, PR3 5JJ

Unique reference number (URN): 119759

Inspection report: 20 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Achievement

Exceptional

Pupils achieve tremendously well and make sustained progress from their individual starting points. Leaders relentlessly focus on pupils securing essential skills in literacy, oracy and numeracy. This ensures that pupils develop the knowledge and skills that they require to excel across all subjects. Pupils produce work of a consistently high standard. They speak confidently and articulately about their learning. Pupils use subject-specific vocabulary accurately and demonstrate sound understanding of subject content.

Pupils' attainment in national examinations at the end of key stage 4 remains consistently well above national averages. This has been sustained over time. Impressively, outcomes for disadvantaged pupils compare favourably with, and frequently exceed, those attained nationally by non-disadvantaged pupils. Pupils with special educational needs and/or disabilities also achieve very well from their starting points. This success comes from staff having ambitious expectations of them and providing carefully tailored support.

Pupils are extremely well prepared for their next stage of education, employment or training. Destination rates remain consistently high. This reflects the school's success in developing knowledgeable and confident pupils who are ready to succeed in the next stage of their lives.

Attendance and behaviour

Exceptional

Leaders meticulously analyse attendance information to ensure that any emerging concerns are dealt with swiftly. Attendance remains above national averages. Persistent absence has remained below the national average over time. Leaders use sensitive and well-tailored support for vulnerable pupils, including those who face social or emotional challenges. This has contributed to consistently high attendance. Attendance for key groups compares favourably with both local and national figures. Leaders maintain high expectations and unwavering support for the very small number of disadvantaged pupils with complex and entrenched barriers to attendance. This ensures that pupils increasingly engage with school life.

The school is an oasis of calm where learning is purposeful and highly valued by pupils. Well-established routines enable pupils to engage fully in their learning. Pupils move around the school with self-discipline and consideration for others. They cherish opportunities to serve as positive role models for their peers. For instance, sports leaders enjoy umpiring and supporting sports activities for local primary schools. Pupils embody the 'Broughton values' in their daily interactions. As a result, discriminatory or derogatory behaviour is extremely uncommon and bullying is rare. Leaders provide effective mentoring and carefully tailored support strategies. For instance, through the school's 'Bridge' provision, a small number of pupils who require additional support receive effective personalised care. Consequently, pupils take pride in their conduct and flourish both academically and personally.

Curriculum and teaching

Exceptional

Leaders have established a broad, ambitious and highly inclusive curriculum. Reading, writing, communication and numeracy form the cornerstone of pupils' success. The aim of this work is to ensure that all pupils develop the knowledge needed to thrive both in school and beyond.

Leaders swiftly identify pupils who have gaps in fundamental skills, such as in literacy and numeracy. They provide precise and targeted support to close these gaps. As a result, pupils strengthen their knowledge and develop greater confidence. This supports them to access the full curriculum successfully. This ensures that pupils, regardless of their starting points, are well equipped to achieve highly.

Leaders maintain a highly detailed and perceptive understanding of curriculum implementation through rigorous monitoring activities. Their work has created a highly cohesive curriculum in which subjects, including vocational courses, complement and strengthen one another. This enables pupils to make meaningful connections across subjects. For instance, a relentless focus on vocabulary development ensures that pupils develop the language and understanding needed to access increasingly complex concepts with confidence.

Teachers adopt sophisticated approaches to check pupils' understanding and adapt learning responsively. They remove barriers to learning without lowering expectations. By using their expert knowledge and evidence-informed practices, teachers astutely shape learning so that pupils retain what they learn over time.

Inclusion

Exceptional

The school's inclusion strategy sits at the heart of its work. It reflects a relentless commitment to ensure that every pupil succeeds. Leaders maintain a detailed understanding of pupils' needs through frequent and detailed analysis of a wide range of information. They skilfully identify barriers early and deploy precise and tailored support where it is needed most. The careful alignment of academic and pastoral support enables pupils facing challenges to remain fully engaged in school life. As a result, pupils achieve very well and benefit from positive, enriching experiences.

Leaders use pupil premium funding to ensure that disadvantage does not limit pupils' opportunities or aspirations. For instance, carefully designed specialist support enables disadvantaged pupils to achieve outcomes that compare favourably with those achieved nationally by their non-disadvantaged peers.

The school's extensive provision for pupils with special educational needs and/or disabilities (SEND) is a notable strength. Specialist support and highly effective partnerships with families help to ensure that pupils with SEND access the same ambitious curriculum as their peers. Expectations remain consistently high. Pupils respond positively by engaging fully in academic and enrichment opportunities.

Leaders work effectively with pupils known to social care and those facing other barriers to learning or wellbeing. Strategic multi-agency collaboration and rigorous oversight help these

pupils to achieve highly and thrive across all aspects of school life.

Leadership and governance

Exceptional

Leaders are the driving force behind the school’s continued success. They have established an ambitious vision that places pupils’ best interests at the centre of every decision. Their insightful understanding of the school’s strengths enables them to identify the right priorities and secure sustained improvement over time. Leaders leave no stone unturned in their relentless drive to secure excellence. They foster a culture where high expectations and collective responsibility are deeply embedded. This ensures that all staff share an unwavering commitment to help pupils to achieve and experience the very best.

Governors provide perceptive challenge and steadfast support. They maintain a detailed understanding of the school’s effectiveness through regular visits and external reviews. They fulfil their statutory responsibilities diligently.

Staff benefit from a carefully constructed programme of professional development that continually refines expertise and strengthens their practice. They value the opportunities to collaborate and reflect with experts. Leaders also demonstrate a genuine commitment to staff's wellbeing. Staff feel highly valued and supported to perform at their best.

Leaders have established a highly respected reputation through their collaborative partnerships. Their work is underpinned by an unwavering belief that every pupil deserves the very best opportunities. The opportunities and life chances that they create for pupils are the epitome of this commitment.

Personal development and wellbeing

Exceptional

Personal development is woven through every aspect of school life. Guided by the school's motto of ‘Achieving Together’, pupils are supported to develop into highly confident and socially responsible individuals. Pupils develop a deep appreciation of fundamental British values, equality and diversity. Leaders deliberately and thoughtfully weave these themes through the curriculum and wider activities. The taught curriculum and guest speaker workshops help pupils to develop genuine understanding of contemporary issues and local risks. Pupils debate and challenge prejudice confidently. They demonstrate a sincere respect for difference. Pupils also build a deep understanding of how to manage risks associated with online algorithms, grooming and county lines. Pupils play an active role in promoting positive mental health. For example, trained pupil mental health ambassadors offer support and guidance to their peers when needed.

Pupils embrace the extensive opportunities available to them. For instance, they benefit from an impressive pupil parliament programme and a broad array of educational visits. These opportunities help pupils to expand their understanding of the wider world. Pupils also shape the school's culture through meaningful roles as prefects, peer mentors, equality leaders, librarians and reading ambassadors. This fosters a sense of responsibility and a solid commitment to serving others.

Leaders' insightful and detailed knowledge of pupils enables them to identify emerging needs quickly and provide carefully tailored support. Rigorous tracking and frequent review

of pupils' experiences ensure that any gaps are addressed. This personalised approach helps pupils to overcome barriers successfully. As a result, regardless of disadvantage, pupils benefit fully from the wide array of enrichment opportunities that are available to them.

Careers education is equally influential. For example, pupils gain an impressively detailed understanding of future pathways through the school's careers fair and 'meet the expert' day. They also relish their work experience, local employer encounters and university partnerships. These opportunities keep pupils informed about their future options. As such, pupils are unapologetically ambitious for their futures and move on to successful next steps.

What it's like to be a pupil at this school

Pupils are proud to attend this school. They benefit from a deeply caring and ambitious school community. The admirable relationships that pupils form with their peers and staff help them to flourish. Staff know pupils exceedingly well and ensure that no pupil goes unnoticed. This helps pupils to feel safe and valued. Pupils are confident that there is always an adult who will listen to them and support them to succeed.

Pupils are highly attentive and respectful of the 'Broughton values'. The deep-rooted ethos that values bravery, resilience and optimism encourages pupils to take responsibility for their own successes. Pupils benefit from a broad and ambitious curriculum alongside extensive academic support. As a result, pupils achieve remarkably well and are extremely well prepared for their next steps.

Pupils' behaviour and attendance are exemplary. They are respectful towards staff and one another. They understand the importance of kindness and empathy. Pupils value the extensive pastoral support and care. Pupils swiftly overcome challenges with the help of the broad and well-tailored support. Any rare instances of bullying are taken seriously and addressed effectively.

Pupils benefit from a remarkably rich range of opportunities that extend far beyond the classroom. Many pupils take great pride in working towards the 'Best of Broughton Award'. This encourages pupils to celebrate their academic success as well as their personal growth. Pupils embrace opportunities to develop their talents and build lasting friendships. For example, pupils appreciate the opportunity to sing in the choir. They showcase their talents through performances to large audiences, including in other countries. Educational visits and international trips broaden pupils' horizons. These experiences inspire them to think ambitiously about their futures. By experiencing different cultures, languages and histories, pupils develop independence and curiosity about the wider world.

Pupils, including those with special educational needs and/or disabilities, thrive within a deeply inclusive culture where they are encouraged to aim high. Staff work carefully and precisely to remove barriers. This ensures that pupils participate fully and develop confidence in their own potential. Pupils leave Broughton High as open-minded and

aspirational young individuals. They are incredibly well equipped to embrace future opportunities and make a positive difference in their communities.

About this inspection

The chair of governors in this school is Martine Morris.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 20 and 21 October 2026.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, governors and external partners, including the local authority during the inspection. Inspectors also had discussions with staff and considered the responses to Ofsted's surveys for parents, staff and pupils.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision and one unregistered alternative provision for a small number of pupils.

Since the previous inspection, there have been numerous changes to the leadership team.

The data shown in this report was collected at a point in time. Leaders told the inspectors that, currently, the percentage of disadvantaged pupils is 13.1% and the number of pupils with special educational needs and/or disabilities support is 18.6%.

Headteacher: David Botes

Lead inspector:
Amina Modan, His Majesty's Inspector

Team inspectors:
Mark Cocker, Ofsted Inspector
Jamie Jardine, Ofsted Inspector
Lynsey Gobin, Ofsted Inspector
Adele Quarless, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

932
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

900
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

11.48%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

4.40%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

10.52%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	75.8%	45.4%	Above
2023/24 (final)	67.8%	45.9%	Above
2022/23 (final)	68.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	59.3	46.1	Above
2023/24 (final)	56.2	45.9	Above
2022/23 (final)	57.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.55	-0.03	Above
2022/23 (final)	0.51	-0.03	Above
2021/22 (final)	0.67	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	60.0%	25.8%	Above
2023/24 (final)	47.1%	25.8%	Above
2022/23 (final)	38.9%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	49.9	34.9	Above
2023/24 (final)	43.2	34.6	Above
2022/23 (final)	50.2	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.05	-0.57	Above

Year	This school	National average	Compared with national average
2022/23 (final)	0.04	-0.57	Above
2021/22 (final)	-0.25	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	60.0%	53.1%	6.9 pp
2023/24 (final)	47.1%	53.1%	-6.1 pp
2022/23 (final)	38.9%	52.4%	-13.5 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	49.9	50.4	-0.5
2023/24 (final)	43.2	50.0	-6.8
2022/23 (final)	50.2	50.3	-0.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.05	0.16	-0.22
2022/23 (final)	0.04	0.17	-0.13
2021/22 (final)	-0.25	0.15	-0.40

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.8%	7.8%	Below
2024/25 (3 term)	4.9%	8.4%	Below
2023/24 (3 term)	5.1%	8.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	14.2%	21.5%	Below
2024/25 (3 term)	8.9%	23.4%	Below
2023/24 (3 term)	11.7%	25.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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