

# Inspection of Liverpool College

Queen's Drive, Mossley Hill, Liverpool, Merseyside L18 8BG

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Inspection dates: 26–27 November 2019

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Sixth-form provision

**Outstanding**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

Pupils receive a top-quality education at this school. From a four-year-old child in Reception to an 18-year old student in the sixth form, pupils have an amazing array of opportunities for development and enrichment. As a result of a first-rate education, pupils develop into polite, mature, articulate young people who are well prepared to contribute to wider society. Pupils thrive in this school.

Leaders are passionate and have the highest expectations, both of, and for, pupils. A challenging academic curriculum helps pupils to achieve exceptionally highly across all key stages. Leaders and governors are determined that pupils feel very special and valued as individuals. They ensure that pupils develop character and resilience by living out the school's learning motto of 'Purpose, passion, challenge'. This motto embodies school life.

All pupils take part in a very wide range of extra-curricular activities and many represent the school in sporting, debating or other events. Pupils give freely of their time for local charities and develop a deep understanding of others, regardless of differences.

Pupils' behaviour is exemplary. Relationships between pupils and staff are underpinned by respect. Bullying is extremely rare. Staff know pupils well and effectively resolve any friendship issues if they arise. Many pupils hold positions of responsibility, which helps them to develop trust, honesty, empathy and care for others. Pupils and staff are proud to belong to Liverpool College. The school is a safe and vibrant place in which to learn.

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

The principal, senior leaders and governors are determined to provide all pupils with a first-rate educational experience, regardless of pupils' backgrounds or barriers. To this end, the curriculum is purposeful and ambitious, from the early years to Year 13. It is structured with precision to ensure that teachers build on pupils' prior learning. The curriculum prepares pupils fully for the next steps in their learning.

Subject leaders and teachers are experts in their fields. They think carefully about the order in which topics are taught, enabling pupils to know and remember more. For example, pupils in Year 3 could talk confidently and knowledgeably about the artist Salvador Dali, whom they had studied in Year 2. Teachers make sure that pupils develop, and use accurately, subject-specific vocabulary. Pupils' subject knowledge is developed well. Excellent pupil behaviour and highly effective teaching help all pupils to achieve exceptionally well right across the curriculum.

Leaders make sure that pupils with special educational needs and/or disabilities have access to an ambitious curriculum and that they achieve exceptionally well. Disadvantaged pupils are fully engaged in the academic and enrichment curriculums. They access all aspects of school life, participate fully and achieve very highly.

Staff and pupils know that reading is crucial in helping pupils to learn. Children in Reception get off to a strong start in learning phonics as soon as they join the school. Appropriate book choices help pupils to practise the sounds that they are learning and develop confidence in reading. Staff are well trained in phonics. Almost all pupils achieve the expected standard in the Year 1 phonics screening check. As pupils move through the school, they become fluent and confident readers. They talk knowledgeably about their favourite authors and the reasons why they like them. Any pupils who need support are identified quickly and they catch up.

Children in the early years classes have great fun when learning because of an exceptionally well-planned curriculum. They enjoy phonics and using the sounds that they are learning in their writing. Children play happily together and listen to each other courteously. They are enthusiastic learners and benefit from extremely well-planned outdoor learning. Children concentrate fully because learning fascinates them. Children achieve very highly in relation to their starting points.

The curriculum offer for sixth-form students is ambitious for all, and students' achievement is excellent. Students' character development continues to be a major focus at key stage 5. Teachers provide students with a wealth of diverse and enjoyable opportunities to support their personal and social development. These include: preparing food for university; driving test theory classes; and opportunities to be ambassadors for younger pupils. Students are extremely positive about their education and they say that they are very well supported in sixth form.

Children, pupils and students value their learning highly. They thrive in lessons and rarely miss a day of school. Pupils' behaviour is excellent in lessons and across the school. Incidents of exclusion are extremely rare. Leaders give second chances to pupils who have not been successful in other schools. These pupils then go on to achieve very well.

Leaders and staff offer pupils a staggering wealth of extra-curricular activities. Pupils are able to learn new skills or develop talents in areas such as gardening, ancient Greek, Irish dancing, mindfulness and archery. There is a popular Combined Cadet Force on the school site which enables pupils to engage in adventurous and exciting activities. Through these many opportunities, leaders enhance pupils' wider development.

Pupils receive very high-quality careers advice and guidance. They are very well prepared for their next steps in education, employment or training. The overwhelming majority go on to study at highly respected universities.

Leaders expertly plan personal, social, health and economic education so that pupils understand and respect others. Pupils learn how to keep and stay healthy. They learn how to manage their finances and grow as healthy, happy young people. They are taught how to stay safe, both online and in the wider community. Leaders make sure that pupils understand the dangers of issues such as social media, gangs and knife crime. Pupils say that they feel safe. Parents, carers and staff agree.

Staff feel well supported by leaders. They appreciate the many steps that leaders have taken to reduce their workload. Staff are highly effective because of the bespoke training and support that they engage with. Newly qualified teachers speak highly of the support and training that they receive. Staff enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture of safeguarding throughout the school is strong. Staff are trained and vigilant in ensuring that pupils are safe. Staff know what to look for and what to do if they have concerns about a pupil. Leaders make sure that all appropriate checks on the suitability of staff to work with pupils are completed thoroughly before employment. Leaders work with external agencies and the local authority to make sure that any pupils in need get timely and effective support.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

<b>Unique reference number</b>	139686
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10110932
<b>Type of school</b>	All-through
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,494
<b>Of which, number on roll in the sixth form</b>	257
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Monica Mason
<b>Principal</b>	Hans van Mourik Broekman
<b>Website</b>	<a href="http://www.liverpoolcollege.org.uk">www.liverpoolcollege.org.uk</a>
<b>Date of previous inspection</b>	19–20 May 2015

## Information about this school

- The school has experienced a significant increase in the number of pupils on roll since the previous section 5 inspection.
- The school makes use of alternative provision for a very small number of pupils at Liverpool Education Employment Partnership, a provision of New Heights High School.

## Information about this inspection

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

- During the inspection, we spoke with pupils about their work and other aspects of school life. We had meetings with subject leaders, senior leaders, teachers and other members of school staff. We also spoke with a representative from the local

authority and with eight governors, including the chair of governors.

- The inspection focused deeply on science, art, physical education, Spanish and reading. We met with subject leaders, visited lessons, met with teaching staff and pupils and looked at pupils' work. We visited the early years and listened to pupils read. Other subjects were also considered as part of this inspection.
- We reviewed school documentation. This included subject curriculum plans. We also checked on documentation relating to governance and considered information about pupils' behaviour, attendance and personal development.
- We scrutinised a range of documentation about safeguarding and the checks undertaken on newly appointed staff.
- We considered the views expressed by parents in the 290 responses to Ofsted's online survey, Parent View, including many comments received via Ofsted's free-text facility. We considered the 239 responses to a questionnaire for pupils and the 83 responses to a questionnaire for staff.

## **Inspection team**

Helen O'Neill, lead inspector

Her Majesty's Inspector

Julie Brown

Ofsted Inspector

John Shutt

Ofsted Inspector

Alyson Middlemass

Ofsted Inspector

Stephanie Gill

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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