

# Inspection of Maghull High School

Ormonde Drive, Maghull, Liverpool, Merseyside L31 7AW

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Inspection dates: 25 and 26 January 2022

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|------------------------------|-----------------------------|
| <b>Overall effectiveness</b> | <b>Good</b>                 |
| The quality of education     | <b>Good</b>                 |
| Behaviour and attitudes      | <b>Good</b>                 |
| Personal development         | <b>Good</b>                 |
| Leadership and management    | <b>Good</b>                 |
| Sixth-form provision         | <b>Requires improvement</b> |
| Previous inspection grade    | Requires improvement        |

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

Leaders have high expectations of pupils' behaviour and of what they can achieve. They want pupils to be independent and resilient. Pupils rise to this challenge. They appreciate the support that they receive from staff. This helps pupils to develop their confidence. Pupils are prepared well for the next stage of their education.

Pupils who spoke with inspectors said that they feel safe. They know whom to go to if they are worried. Pupils reported that if bullying should happen, they trust staff to sort it out quickly.

Pupils have respectful relationships with each other and with their teachers. Most pupils behave well in lessons and around the school buildings. In lessons, they listen carefully and most work hard. Students in the sixth form are positive role models for younger pupils.

Pupils and students take part in many activities which help to develop their talents and interests. These include clubs, such as debating, drama and science. Pupils value the opportunity to participate in musical performances, sports and visits to places of interest. Sixth-form students enjoy taking on leadership responsibilities, including supporting younger pupils with their reading and volunteering at local food banks.

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

Leaders, local governors and trustees want the best for all pupils and students. Leaders have worked closely with the chief executive officer (CEO) of the Southport Learning Trust and trust representatives to transform the quality of education that pupils receive. Leaders have taken steps to ensure that the curriculum is suitably ambitious. For example, they have provided more time for pupils to study history and geography in key stage 3. The proportion of pupils who are choosing to study languages in key stage 4 is increasing. Consequently, the proportion of pupils taking the English Baccalaureate (EBacc) is rising.

Leaders have worked closely with subject advisers from the trust to overhaul subject curriculums across the school. Leaders have thought carefully about the knowledge they want pupils to learn and the order in which pupils should learn it. This is helping pupils to build on what they know and remember in all subjects. Students in the sixth form achieve well in a range of vocational subjects.

Teachers are secure in their subject knowledge. That said, some teachers do not always choose the most appropriate pedagogical approaches to deliver the knowledge that they want pupils and students to learn.

In key stages 3 and 4, teachers use assessment strategies effectively to check what pupils know and can do. However, in the sixth form, some teachers do not use assessment well enough to identify how well students remember their learning. As a

result, students have gaps in their knowledge and understanding in some academic subjects. This hinders them from achieving as well as they should.

Leaders assess and identify the needs of pupils with special educational needs and/or disabilities (SEND) well. Leaders ensure that teachers receive helpful information about the needs of pupils with SEND. These pupils are supported effectively and achieve well.

Leaders place a strong focus on developing pupils' reading skills. Pupils who struggle to read are given effective support to become confident and fluent readers. Leaders ensure that there is time during the school day for pupils to read for pleasure. Teachers help pupils to broaden their subject-specific vocabulary and comprehension skills.

Pupils' behaviour around the school building is generally calm. Low-level disruption is rare. Pupils said they can learn in their lessons. Pupils interact with each other amicably at breaktimes. Students in the sixth form have very positive attitudes towards their studies.

Pupils benefit from a well-planned personal development programme. Leaders give pupils opportunities to learn about issues such as equality and tolerance. Pupils learn about different cultures and faiths. This helps them to learn about the importance of treating all people with respect. Pupils and students enjoy raising funds for local charities. They receive high-quality careers information, advice and guidance. Year 12 students benefit from work experience placements with local employers. Students appreciate the guidance they receive for their next steps. This helps them to move on to appropriate education, employment or training.

Staff, including early careers teachers, feel that leaders are considerate of their well-being and workload. Local governors and trustees provide leaders with strong support and effective challenge. Local governors and trustees know the strengths of, and the priorities for, the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Staff and governors receive training in safeguarding. Staff know what signs might indicate that a pupil or student may be at risk of harm. Staff know how to report their concerns. Leaders work effectively with the local authority and other agencies to make sure that pupils and students get the help that they need. Pupils and students know how to keep themselves safe, including when online. They have opportunities to learn about healthy relationships, including consent and body image. Pupils learn about risks such as sexual harassment, and know why it is wrong.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- On occasions, some teachers do not choose the most appropriate pedagogical approaches to deliver the knowledge that they want pupils and students to learn. This means that there are times when some pupils and students do not build on prior knowledge. Subject leaders should ensure that all teachers are trained in the correct approaches to deliver curriculums well.
- In some academic subjects in the sixth form, teachers do not use assessment well enough to identify whether students have learned the knowledge that they need to remember. This means that some teachers are unable to address gaps in students' knowledge. Leaders should ensure that teachers use assessment effectively to inform teaching and address the missing building blocks in students' learning.

## 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.

If you are the school and you are 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>                    | 137520   |
| <b>Local authority</b>                            | Sefton   |
| <b>Inspection number</b>                          | 10211692   |
| <b>Type of school</b>                             | Secondary comprehensive                                      |
| <b>School category</b>                            | Academy converter  |
| <b>Age range of pupils</b>                        | 11 to 18   |
| <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>        | 1024   |
| <b>Of which, number on roll in the sixth form</b> | 103  |
| <b>Appropriate authority</b>                      | Board of trustees  |
| <b>Chair of trust</b>                             | Stuart Bellerby  |
| <b>Headteacher</b>                                | Davina Aspinall  |
| <b>Website</b>                                    | <a href="http://www.maghullhigh.com">www.maghullhigh.com</a> |
| <b>Date of previous inspection</b>                | 25 September 2019, under section 8 of the Education Act 2005 |

## Information about this school

- There have been significant changes to senior leadership and staffing since the previous inspection.
- The school joined the Southport Learning Trust in November 2020.
- The number of pupils in the school is rising.
- The school uses four alternative providers for a very small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection 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 spoke with the headteacher, other senior leaders, subject leaders, staff, the CEO of Southport Learning Trust, members of the local governing body, two trustees, including the chair, and a representative of the local authority.
- Inspectors spoke to many pupils and students about their experience of school and to gain their views on behaviour and bullying. Inspectors also observed their behaviour during lessons and at breaktimes.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff, pupils and students to check how effective safeguarding is in the school. An inspector held telephone calls with representatives from alternative providers.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors carried out deep dives in English, geography, mathematics and science. Inspectors met with staff, visited lessons, looked at pupils' and students' work and spoke with them about their learning.
- Inspectors reviewed leaders' curriculum plans and pupils' and students' work in a range of other subjects. Inspectors spoke with subject leaders in some of these subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the pupil, parent and staff surveys.

## Inspection team

|                               |                         |
|-------------------------------|-------------------------|
| Ahmed Marikar, lead inspector | Her Majesty's Inspector |
| David Roberts                 | Ofsted Inspector        |
| Jon Ashley                    | Ofsted Inspector        |
| Osama Abdul Rahim             | Ofsted Inspector        |

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