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30 November 2011

Mrs S Beevers  
Headteacher  
Broadgreen International School, A Technology College  
Queens Drive  
Liverpool  
Merseyside  
L13 5UQ

Dear Mrs Beevers

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Broadgreen International School, A Technology College**

Thank you for the help which you and your staff gave when Jacqueline Rothery and I inspected your school on 29 November 2011 for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on our thanks to the students and staff who also gave up their time to speak with us.

There have been some changes to the senior leadership of the school in the last two years, notably the appointment of the current headteacher in September 2010. Since then there have been some other staff changes which have helped to facilitate a reshaping of the senior leadership and creation of a smaller, strategic team. Some actions to address poor performance in some subject areas have led to other personnel changes. There has been a higher degree of student mobility in the current Year 11 than is normal for the school. A new resourced provision for students with autistic spectrum disorders has been added, catering for eight of the 41 students with this condition in the school. There has been some development of the curriculum, particularly in relation to ensuring the maximum level of external qualification for students studying OCR and BTEC programmes at Key Stage 4.

As a result of the inspection on 19 and 20 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement, in the context of this already being judged as good at the time of the last inspection.

Attainment has risen in each of the last two years. This has been achieved mostly through a concerted focus on the quality of learning and significant improvement in the quality of speaking and listening. Group work is well established and there is a level of confidence in oral work that enables students to engage effectively with their teachers and with each other about their learning. The whole-school approaches to literacy development are evident

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in many subjects and have been developed through the involvement of all teachers and support staff. Professional development has enabled most teachers to broaden the range of strategies used in each lesson. The impact of this staff training has been carefully monitored through a highly effective quality assurance programme and, where necessary, followed up with further professional development. It is apparent too that students have effectively developed better independent learning skills so that, on occasions, even when the teaching is no better than satisfactory, they make good progress. Most teaching is well planned and makes some allowance for the differing abilities and prior attainment of students. This is most effective during activities involving collaborative learning. There is still scope for further development, however, in the precision with which teacher-directed activities effectively meet differing needs.

The school's use of assessment data is sophisticated and well used at all levels, including the sixth form, to support tracking of progress and intervention when students fall behind. Students often, but not always, have a good understanding of their current level of performance and targets. In some cases, however, only half way through the year, students are already achieving their year-end targets. There is now scope, given this and improved progress rates, for the school to consider ways of setting more-challenging individual targets. The curriculum has been chosen well to support the needs of all students, with a variety of pathways and qualifications. In the sixth form, the mix of level 2 and level 3 vocational routes provides excellent progression. The International Baccalaureate provides an inspirational experience for those involved and has a marked, positive influence on the character of the whole school. The school's technology specialism ensures that all students have access to a range of technology-based courses and acquire good information and communication technology skills.

The school has received excellent support from the subject consultants and school improvement service of the local authority.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Peckham  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2010**

- Make the impact of teaching on students' learning, progress and achievement consistently effective by:
  - ensuring that all teaching is challenging enough and takes sufficient account of students' whose literacy and speaking skills are weak
  - providing more opportunities for students to be more actively involved in their own learning.
  
- Improve attainment in the sixth form by:
  - using all available means to analyse performance rigorously to identify priorities that will bring about more rapid improvement.