

# Broadgreen Primary School

## Inspection report

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<b>Unique Reference Number</b>	104611
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	377102
<b>Inspection dates</b>	24–25 April 2012
<b>Lead inspector</b>	Derek Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Veronica Shaw
<b>Headteacher</b>	Carol Machell
<b>Date of previous school inspection</b>	28 September 2007
<b>School address</b>	Oakhill Road Old Swan Liverpool L13 5UE
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## Introduction

Inspection team

Derek Watts  
Julie Webster

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 18 lessons or part lessons, taught by 12 different teachers. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. Pupils in Years 1 and 2 were heard to read. The inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspectors analysed 62 questionnaires completed by parents and carers as well as 98 from Key Stage 2 pupils and 16 from staff.

## Information about the school

Broadgreen is an average-sized primary school. Most of the pupils are from a White British heritage. The proportion of disabled pupils and those with special educational needs is above average. The proportion of pupils known to be eligible for free school meals is also above average. The school meets the government's current floor standard, the minimum standards set for attainment and progress.

On-site before- and after-school provision is run by a private organisation. These facilities were inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Broadgreen Primary is a good school. Pupils are achieving well because of good teaching and an interesting curriculum. Some inconsistencies in teaching and learning prevent the school from being outstanding.
- Children in the Early Years Foundation Stage make good progress from their below expected starting points. Good progress continues through the school and by the end of Year 6, pupils' attainment is above average. Pupils apply enquiry, investigative and independent study skills well. However, in some classes opportunities are missed for pupils to plan and organise their own work.
- Teaching is good. There are examples of outstanding practice but there are also inconsistencies. Most teachers convey high expectations of learning. Explanations, instructions and questioning promote good learning and engage pupils well. Tasks are usually well matched to pupils' different abilities so that all are challenged and their interest is sustained. Occasionally, pupils' learning is satisfactory rather than good because the lesson does not move on at a brisk pace and tasks are not challenging enough especially for the more able.
- Behaviour and safety are good. Pupils' attitudes to learning and their behavior are outstanding in classes where the teaching is strongest. Pupils are friendly and polite. They feel safe at school. The school works hard to reduce absence. Attendance has improved to average levels.
- The experienced headteacher and staff have created a positive climate for pupils to learn and develop. The headteacher provides clear leadership and is well supported by other key leaders. The monitoring and development of teaching are effective as is the management of performance. However, the sharing of outstanding practice is an underused strategy to improve teaching. Improvements to attendance and to achievement in Key Stage 1 demonstrate a good capacity to improve.

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

- Increase the proportion of outstanding teaching and eliminate satisfactory teaching by sharing the outstanding practice within the school and ensuring that in all classes:
  - tasks are challenging and closely matched to pupils' different abilities, particularly for the more able
  - learning and the lesson move along at a brisk pace
  - pupils have suitable opportunities to plan and organise their own work.

## Main Report

### Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 make good progress. This judgement matches the view of the vast majority of parents and carers. A typical parental comment was, 'I am pleased with my child's progress'.

Since the previous inspection, positive steps have been taken to raise achievement in Key Stage 1. This has been done and pupils are now making good progress. Sharper assessments and the introduction of a successful reading programme have contributed to the improvements. Pupils eligible for free school meals usually attain higher standards than free school meal pupils nationally. Their attainment is similar to non-free school meals pupils at Broadgreen. Disabled pupils and those who have special educational needs make good progress because their needs are carefully assessed and they receive effective guidance and support. Just occasionally, the more able are not sufficiently challenged in lessons. By the end of Year 6, attainment is above average in English, mathematics and science.

Children enter the Nursery class with knowledge and skills below those expected for their age. They make good progress because of good teaching and the interesting learning activities provided. Children talk enthusiastically about their learning. They very much enjoy books and stories. By Reception, the more able are beginning to write simple sentences about traditional fairy tales. Children in Reception identified common two-dimensional shapes and described some of their properties.

Pupils in Key Stages 1 and 2 make good progress in speaking and listening because of the regular opportunities for them to discuss their learning. Good progress is made in reading because of the school's regular and discrete programme for the teaching of reading. One Year 1 pupil remarked, 'I like information books'. Attainment in reading is above average at Year 2 and Year 6. Pupils write for a range of purposes and in different styles. Grammar, punctuation and spelling are usually accurate. In Year 2, pupils used technology well to find information and write interesting facts about the author Anthony Brown. In Year 6, pupils made impressive progress in planning and writing a leaflet to promote a local event. They used catchy slogans and imaginative words to achieve a good balance of information and persuasion.

The practical and investigative approach applied to mathematics and science is much appreciated by the pupils. A pupil remarked: 'I like practical science and maths'. Most pupils make good progress in mathematics lessons. Pupils in Year 4 made rapid progress in finding the area and perimeter of different shapes using a range of methods. In a successful Year 6 lesson, pupils made exceptional progress in investigating and measuring angles. Pupils in Years 5 and 6 made good progress in their understanding of change of state and evaporation. They relished the challenge of finding ways of reducing the evaporation of water from our reservoirs. They discussed factors which might affect evaporation and put forward testable ideas.

## Quality of teaching

All the parents and carers who responded to the questionnaire thought that their children were well taught. Pupils told inspectors: 'Teachers are fantastic'. Teaching successfully promotes good learning. Examples of outstanding practice were seen in the Early Years Foundation Stage, in English and in mathematics in Year 6 and in mathematics in Year 4. In these classes, the teacher's enthusiasm and strong subject knowledge, high expectations and challenging activities lead to exceptional gains in pupils' learning. Pupils were given considerable opportunities to review their own and others' learning.

In the Early Years Foundation Stage, there is a good balance of adult led activities and those chosen by children. Children have good opportunities to explore and learn independently.

Teachers set clear learning objectives so that lessons have a clear purpose and pupils know what they are expected to learn. Spiritual, moral, social and cultural development is promoted effectively. Staff do this by successfully creating a positive classroom climate for learning and encouraging strong relationships. Pupils are encouraged to be cooperative, considerate and supportive of others. Plenty of opportunities are provided for pupils to work collaboratively in teams to solve problems.

Teachers provide good opportunities for pupils to discuss their learning in pairs or small groups. The teaching of basic skills such as letters and their sounds is effective. Interactive white boards are used imaginatively to illustrate key teaching and learning points. Questioning is used effectively to challenge pupils' thinking and to check their understanding.

In the main, assessment information is used well to plan teaching and to match tasks to pupils' different abilities. In a few lessons, tasks are not sufficiently challenging, particularly for the more able. Teaching and the curriculum promote pupils' skills of enquiry, investigation and independent learning well. For example, In Year 4, pupils used their net book computers to carry out research on the history of the bicycle. Occasionally learning is over directed by worksheets and opportunities are missed for pupils to organise their own work. Teaching assistants are usually effectively deployed and make good contributions to pupils' learning, particularly for those who need additional help. In just a few lessons, the pace of learning slows with overlong introductions. When this happens, teaching assistants' contribution to learning is less effective.

## **Behaviour and safety of pupils**

Children feel safe, secure and are well behaved in the Early Years Foundation Stage. In Key Stages 1 and 2, pupils' behaviour is usually good in lessons and around the school. Pupils are keen, interested and have positive attitudes to learning. Outstanding attitudes and behavior were seen in the Year 6 classes. Attitudes and behaviour can be less positive when teaching is satisfactory rather than good or outstanding. All parents and carers who completed the questionnaire believe that their children feel safe at school and state that they are well looked after. Pupils confirmed to inspectors that they feel safe and very well looked after by adults. Most parents and carers believe that the school sets high standards of behaviour. Just a few expressed concerns about disruption to learning in lessons and how well bullying is dealt with. Pupils show a good awareness of different forms of bullying including cyber and homophobic bullying and take active steps to prevent it occurring. Incidents of any sort are rare because the school has clear and effective systems to tackle them. Attendance levels are securely average.

## **Leadership and management**

The headteacher and staff are firmly focused on enabling pupils to make good progress in their academic and personal development. Key leaders and managers are effectively involved in monitoring and improving their areas of responsibility. Self-evaluation is accurate and effective action is taken to bring about improvement. This is evident in better achievement in Key Stage 1 and in higher attendance. This demonstrates that the school has a good capacity to improve.

There are good procedures for the monitoring and development of teaching. These have contributed to the good practice. Professional development and training are well linked to the school's improvement priorities. The school has plans to share the excellent practice in the school among the teaching force as this approach has been under used. Leaders and staff have worked hard to provide a creative curriculum which promotes good outcomes for pupils. There is an international dimension with good emphasis on promoting creativity, enquiry and investigation. Good links between subjects add enjoyment, meaning and relevance to pupils' learning. A range of clubs and visits, including a residential trip to Wales for Year 6, enriches the curriculum.

The promotion of pupils' spiritual, moral, social and cultural development is a strength. Within the school's positive ethos, pupils show considerable care, respect and support for others. The school successfully engages with its parents and carers. The survey indicates that they are pleased with the care and education provided for their children. The view of one parent typifies that of many: 'The school is fantastic and has brought out the best in my children'. Initiatives such as FAST (families and schools working together) are successfully helping parents support their children's learning.

Members of the governing body show a good understanding of the community and the school's performance. They are very supportive and provide constructive challenge to senior leaders. Good attention is given to safeguarding and all requirements are met. There are effective policies and procedures to protect pupils.

Pupils have full access to the wide range of learning activities provided and staff strive to ensure that pupils progress as well as they can. Equality of opportunity is well promoted and discrimination is effectively tackled.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 April 2012

Dear Pupils

### **Inspection of Broadgreen Primary School, Liverpool, L13 5UE**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Broadgreen is a good school. These are the main strengths:

- you enjoy school and have positive attitudes to learning
- children in the Early Years Foundation Stage make good progress
- good progress continues in Key Stage 1 and 2 because of good teaching
- you get on well with others and behaviour is generally good. Behaviour is outstanding in some classes
- you feel safe at school because teachers and other adults take care of you
- the school is well led by your headteacher and she receives good support from other leaders.

We have given your school a few points for improvement.

- We have asked the school to make more teaching outstanding so that all of you are suitably challenged and that lessons always move along at a rapid pace. Occasionally, you could be given more chances to plan and organise your own work.

You can all help by continuing to work hard.

Yours sincerely

Derek Watts  
Lead inspector

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