

Broadgreen International School, a technology college

Queens Drive, Liverpool, Merseyside, L13 5UQ

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students do not achieve consistently well in all of their subjects.
- Results in GCSE English have not been high enough in recent years, particularly for the more-able and less-able students who did not reach their potential when they took the examination early.
- Poor attendance of a minority of students interrupts their progress and leads to lower examination results.
- The sixth form requires improvement. Teaching is not consistently good and some students do not reach their potential in vocational courses.
- Students do not always learn rapidly enough in lessons, sometimes because the teaching has weaker elements which not all faculty leaders are quick to spot. Students are well-behaved but not all put as much energy into their learning as they could.

The school has the following strengths

- Respect, friendship and harmony are hallmarks of this inclusive school. Students from widely varying backgrounds mix well together. Disabled students and those with complex needs play a full part in school life.
- Standards at GCSE are rising year on year but remain below average. 20% more students gained five A* to C grades including English and mathematics in 2012 than in 2009.
- A concerted drive to improve teaching has been successful. Much of the teaching is good, and some is outstanding. Teachers are particularly skilled in questioning to check and challenge students' understanding.
- The International Baccalaureate course gives a distinctive flavour to the sixth form. It equips students very well for their chosen next stage.
- The curriculum and extra-curricular activities are good. The programme to improve students' reading skills is having a positive impact.
- The headteacher's impressive leadership has set the stage for the next phase of the school's journey of improvement. Staff are on board and are keen to improve their practice further. All are held rigorously to account. The governing body provides strong challenge and support.

Information about this inspection

- Inspectors observed 49 lessons, seven of which were joint observations with subject leaders.
- They also observed the work of the three resource bases for students who are deaf, have physical disabilities or an autistic spectrum disorder.
- They scrutinised a sample of Year 11 students' work in English, mathematics and science.
- An inspector heard two Key Stage 3 students read.
- Meetings were held with groups of students, senior leaders, subject leaders, a head of year, the special educational needs co-ordinator, other staff in relation to their specific areas of responsibility, the Chair of the Governing Body, two parent governors, and the local authority's senior school improvement adviser.
- Inspectors observed the school at work and looked at various documents including the school's self-evaluation, its improvement plan, records of the monitoring of teaching, minutes of governing body meetings, the school's analysis of the 2012 results at GCSE and in the sixth form, data from tracking the progress of current students, and information relating to safeguarding, behaviour and attendance.
- Inspectors took account of the four responses to the on-line questionnaire (Parent View) and the responses to the questionnaire completed by 40 staff.

Inspection team

Jane Jones, Lead inspector	Her Majesty's Inspector
Jim Bennetts	Additional Inspector
Caroline Broomhead	Additional Inspector
Mike Cooper	Additional Inspector
Peter Mather	Additional Inspector

Full report

Information about this school

- Broadgreen International is a larger than average secondary school. Boys outnumber girls, most markedly in Year 7. Students come from a diverse range of backgrounds and many different partner primary schools. The school is an International Baccalaureate World School, and a few international students join the school each year to study in the sixth form.
- The school houses three resource bases. One is for students who are deaf, another for students with physical disabilities and a new base is for students who have an autistic spectrum disorder. Across the whole school, the proportions of students who have a statement of special educational needs or who have needs identified at 'school action plus' are higher than average. The figure for those who have less complex needs, 'school action', is average. In total, over one third of students is identified as having special educational needs.
- The proportion of students known to be eligible for the pupil premium has fallen in the last few years but remains high at around double the national average.
- The school has met the current 'floor standard', which sets the government's minimum expectations for students' attainment and progress.
- The school holds a number of awards including the Liverpool Inclusion Charter mark, the Healthy Schools and International Schools awards, and the Basic Skills Quality mark.

What does the school need to do to improve further?

- Raise achievement by:
 - ensuring that teaching is at least consistently good, focusing particularly on establishing high expectations of students and helping teachers to build securely upon students' current knowledge, skills and understanding, incorporate challenge for the more-able and adapt activities to support those who find learning less easy
 - increase the amount of outstanding teaching through developing further the school's systems of coaching, mentoring and sharing of best practice
 - stimulating students' enthusiasm for learning through providing interesting tasks that make students think hard for themselves and striking a good balance between opportunities for discussing ideas and working independently
 - making sure that preparation for and timings of examinations do not limit students' attainment
 - redoubling efforts to improve students' attendance through working with individual students, their families and external agencies.
- Refining monitoring by senior, faculty and other middle leaders so that they pick up and tackle quickly any weaknesses and accelerate improvement in their areas of responsibility.

Inspection judgements

The achievement of pupils

requires improvement

- A picture of improving standards is clear, although they remain below national averages. As well as rises in the numbers of Key Stage 4 students gaining good GCSE grades, success in vocational courses has boosted students' overall attainment. However, early entry to GCSE English disadvantaged the more- and less-able students last year. In contrast, the more-able students did better than ever before in mathematics GCSE.
- Students are increasingly making good progress in individual lessons. However, this is not yet leading to high enough results in Year 11, given students' starting points in Year 7. The main sticking points are:
 - learning that does not build well enough on what has gone before, with some inconsistency in how teachers use what they know about students' achievement to provide challenge or tailor support
 - compliant, rather than enthusiastic, attitudes to learning on the part of some students
 - gaps in attendance that interrupt progress
 - slower progress in the past which requires new learning to be rapid to help students catch up and make good progress.
- The best learning involves all students in a range of enjoyable, thought-provoking activities, enabling them to meet their teachers' high expectations for their contributions and achievement.
- The school's focus on literacy in all subjects is strengthening students' communication skills. Students are often willing to express their thinking or ask questions although, occasionally, they do not benefit from hearing staff model good spoken English. Students who receive help with their reading are making good progress.
- The three resource bases are making a big difference to the education of the students that they support. These students achieve well, as do those who receive specific support from additional adults. In contrast, students who do not benefit from individual support because their needs are less complex, 'school action', and those students who generate pupil premium funding make progress similar to that of their peers in mainstream classes. This requires improvement.
- Unlike the national picture, boys again outperformed girls in 2012 but by a smaller margin than in 2011, following the school's focus on this, including through teachers' performance management.
- Students' achievement in the sixth form is mixed. Those following the International Baccalaureate course make good progress, academically and personally, often from much lower starting points than are typical for this demanding course. Other students study vocational courses but do not do as well as they should.

The quality of teaching

is good

- This represents a significant improvement since the last inspection. It stems from a combination of robust monitoring of teachers' performance and effective programmes to develop teaching expertise. These programmes include teachers working in groups of three, observing each other, sharing ideas and coaching. Moreover, during the inspection, teachers showed they were keen to improve further, readily discussing feedback.
- The best teaching is infectiously enthusiastic. Teachers have high expectations of students. They provide a good mix of interesting activities that give students the chance to work independently and in pairs/groups, testing out their ideas and deepening their understanding. All students are suitably challenged and/or supported to achieve well. Questioning by teachers is a particular strength. For instance, a teacher's relentless questioning, 'like a dog with a bone', alongside practical activities, ensured that students in a mathematics lesson understood the concept of fractions and proportional reasoning. Outstanding teaching in a history lesson enabled students

to grasp the complex issues underlying the tensions in Europe pre-1912.

- All teachers have good relationships with their classes and they help to develop students' literacy skills. During the inspection, weaknesses crept in in the way teachers' planning lacked clarity about what was to be learned or challenge for the more-able, or failed to adapt activities appropriately to support students who had special educational needs. Occasionally, teachers talked for too long or focused on rote approaches to learning without securing understanding.
- Staff have high expectations of disabled students and those with complex needs. These students make good progress in mainstream lessons due to the good quality and well-judged support that they receive. For instance, a student in a wheelchair took full part in a game of netball, encouraged by her able-bodied classmates, and another disabled student used a computer to participate in a mathematics lesson. Deaf students are supported by skilled staff who act as communicators using British sign language.
- Parents and carers, in a recent survey conducted by the school, said that they considered their children were taught well. Three of the four responses on Parent View agreed but one did not. Most students interviewed were positive about the teaching, saying that it had become more interesting, although teaching by some temporary supply teachers was not as good.

The behaviour and safety of pupils are good

- Students behaved well in almost all of the lessons observed, showing loyalty to their teachers and school. This matches the school's records and students' views of behaviour generally. Effective policies to manage behaviour and promote learning mean that few students are excluded and fewer still re-offend.
- Less consistently strong are students' attitudes to learning – some students are not as enthusiastic as they might be. In contrast with the buzz in the best lessons, students are content to listen and to complete set tasks but do not readily volunteer answers or seek to extend their own knowledge by asking questions or by finding out about the subject for themselves. Students studying the International Baccalaureate course would benefit from reading more widely.
- Students, including those in the three resource bases, appreciate the care staff take of them and say they feel safe at school. Strong leadership by the heads of year ensures that the few instances of bullying are dealt with effectively. In lessons, around the school and in discussions with inspectors, students showed respect and thoughtfulness for each other, and for others in their community and beyond.
- Attendance had shown a clear upward trend, fell back a little last year but is higher again so far this term. However, at around 90% in 2011/12, it equated on average to half a day off each week for every student. Irregular attendance was the most common reason cited by faculty leaders for cases of underperformance in their subject.
- The school has a successful track record of working well with students who have not found school life easy. Some students, having joined the school as persistent absentees, now attend 100% of the time. The school adopts a wide range of appropriate strategies – carrot and stick – to improve attendance and reduce persistent absence.
- Students' personal development is a strength of the school and is outstanding in the sixth form. Links with the community, for example a project with the local children's hospital, support for charities, the community part of the Duke of Edinburgh award and the International Baccalaureate enable students to show how they care for and help others. Students show a good understanding of different religions and cultures, in part through work related to the school's international status. Assemblies contribute to this development, with sign language throughout ensuring the inclusion of deaf students.

The leadership and management are good

- The school's journey of improvement is underpinned by ambitious and insightful leadership. The headteacher's strong commitment to an inclusive school, a rounded education for all students, and higher standards is shared by governors and staff, and permeates actions to drive improvement. Students, parents and staff agree, almost unanimously, that leadership and management are good. The ethos created by everyone in the school working together is very positive.
 - While leadership at all levels is clearly moving the school forward, there is scope for refinements to ensure that monitoring has a finger constantly on the pulse so that issues can be tackled quickly. For instance, faculty leaders conduct a range of monitoring activities including lesson observations and scrutiny of students' work. Those involved in jointly observed lessons showed a good grasp of the quality of teaching, correctly identifying strengths and areas for development. However, the school's records do not always pinpoint the most important aspects to improve in learning and teaching in that subject which will lead to deeper learning and higher attainment. Likewise, senior leaders' analysis of examination results has identified inaccuracies in teachers' assessment of the level or grade at which students are working in a few subjects outside the core of English, mathematics and science but action has not been taken as yet to secure accurate judgements.
 - Effective performance management holds staff to account for their performance and progression up the pay scale. Teachers are set objectives for each subject that they teach, not just their main subject. Professional development comprises a good combination of whole-school foci, such as literacy and girls' achievement, and bespoke training to meet individual teachers' needs. This has had a beneficial impact on the quality of teaching and standards. Tough decisions are taken when an individual's performance is persistently below what the job demands.
 - The curriculum is good. Changes to courses and 'pathways' are helping to raise achievement by matching more closely to students' needs and aspirations. Almost all students study a modern language which aligns with the school's international status, although boys' interest in learning a language remains low.
 - The three resource bases are led and managed very well, with examples of excellent practice. Students study a range of courses, including GCSE or Entry-Level qualifications, depending on their ability and wishes.
 - The school receives a substantial amount of funding through the pupil premium. This has enabled the appointment of additional staff in the core subjects and a consultant for special educational needs; a wide range of curriculum enrichment activities; the purchase of modern technology hardware; support for students whose first language is not English; and funding for transport for students to attend extra-curricular clubs. This broad range of activities supports the whole education of students at risk of underachieving. The attainment of students eligible for pupil premium funding improved in 2012 but the impact of specific activities is less easy to gauge.
 - **The governance of the school:**
 - plays an active part in holding the school robustly to account for its performance, particularly through the monitoring and evaluation committee which works directly with senior leaders and middle leaders on areas of concern or improvement
 - provides effective strategic leadership through, for instance, creating a new staffing and leadership structure or determining how funding through pupil premium might be spent
 - has a full complement of elected parent governors. All governors have links with leaders of different areas of the school's work and periodic meetings keep them up to-date with developments and the impact of actions taken.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104696
Local authority	Liverpool
Inspection number	400731

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1204
Of which, number on roll in sixth form	117
Appropriate authority	The governing body
Chair	Sandra Tai
Headteacher	Sally Beevers
Date of previous school inspection	19 May 2010
Telephone number	0151 2286800
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