

# Broadgreen International School, A Technology College

Queens Drive, Liverpool, Merseyside, L13 5UQ

**Inspection dates** 14–15 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
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

- As a result of a sharp dip in standards, achievement for students in Year 11 in 2013 was inadequate in English and mathematics.
- The impact of teaching over time has not been strong enough to ensure that the large majority of students make consistently good progress in developing knowledge, skills and understanding across the range of subjects they are taught.
- Teachers do not always check whether the quality of work in students' books is good enough.
- The most able students do not always make sufficient progress.
- The sixth form requires improvement. The progress of students is not yet securely good on all courses. Not all students are fully aware of their targets.

### The school has the following strengths

- Lower ability students, disabled students and those who have special educational needs make good progress across the school.
- Students in the three resource bases are very well supported so that they make good progress. These units are well managed.
- The behaviour of students is good. Students are welcoming, friendly and courteous. Their spiritual, moral, social and cultural development is good.
- Students say that they feel safe in school and free from bullying. The vast majority of parents agree.
- The headteacher, senior leadership team and governors have taken decisive action in response to the drop in standards and have improved teaching and subject leadership.
- The school supports disadvantaged students and families very effectively.

## Information about this inspection

- Inspectors observed 51 lessons taught by 49 teachers, two of which were joint observations with senior leaders. They visited taught sessions in the three Resource Base Units and observed several registration sessions.
- Discussions were held with the Chair of the Governing Body, the vice-Chair and several other governors, the senior leadership team, faculty leaders, the head of sixth form, the special needs co-ordinator, representatives of the local authority and students from every year group.
- Inspectors took account of the views of parents from the 17 responses to Parent View, the on-line questionnaire, and results from the school’s most recent survey of parental views taken this year.
- The views of members of staff were gained from the 41 responses to the staff questionnaire, as well as in meetings and discussions with teachers.
- Inspectors looked at a wide range of documentation including the school’s examination results and current progress data, case studies of disadvantaged children, attendance and behaviour records, improvement planning, safeguarding documents, minutes of governors’ meetings, performance management systems and information about how the school uses pupil premium funding.
- The inspection team looked at the work in students’ books in a range of subjects including English, mathematics, science and history.

## Inspection team

Judith Straw, Lead inspector	Additional Inspector
Alison Thomson	Additional Inspector
Irene Lavelle	Additional Inspector
Andrew Henderson	Additional Inspector
Kathleen Harris	Additional Inspector

## Full report

### Information about this school

- Broadgreen International School is larger than the average-sized secondary school and has a sixth form. There are fewer girls than boys.
- The large majority of students come from White British backgrounds and the proportion from minority ethnic backgrounds is below average.
- The school is an International Baccalaureate World School and a few international students join the sixth form each year. Overall, the proportion of students who speak English as an additional language is below average.
- The proportion of students eligible for pupil premium funding is very high and has increased since the previous inspection. It includes over two thirds of all students. Pupil premium is additional funding for children in the care of the local authority and those known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is high and is well over twice the national average.
- The school is host to three resource bases. One is for students who have hearing impairment, one is for students who have physical disabilities and the third is for students who have an autism spectrum disorder (ASD).
- In 2013 the school did not meet the government's current floor standards which are the minimum expectations for students' attainment and progress.
- A small number of students attend alternative courses at Greenbank College, Myerscough College, and do some activities with the Prince's Trust.
- Since the previous inspection, six new subject leaders have been appointed.

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

- Improve the quality of teaching in order to speed up the progress students make by:
  - setting tasks at the right level to get the best out of students, especially the most able
  - making sure that students have the opportunity to respond to the good advice they receive when teachers mark their books
  - using sharper systems to track the progress of students in the sixth form and make them fully aware of their targets.

## Inspection judgements

### The achievement of pupils requires improvement

- Most students who join the school in Year 7 have achieved well below average standards in their primary schools. Over the last three years, attainment had been rising steadily but fell back in 2013 so that the achievement of Year 11 students in 2013 was inadequate. Students did not make enough progress in either English or mathematics.
- Progress in the current year, as seen in the work in students' books and in their learning in lessons, is much better. Tracking data show that students will match national figures for progress in English and be much closer to national figures in mathematics. Some students already have results for early entry in English and mathematics which confirm this judgement.
- Students are making good progress in many subjects but there is too much variability to judge progress overall as good. Progress is especially strong in history, religious education, English literature, Spanish and design technology. Progress is improving in geography, mathematics and the sciences.
- Some most able students are not making the progress expected of them because they are not always challenged by demanding work which enables them to reach their potential.
- Lower ability students and disabled students who have special educational needs make good progress because of the high level of expertise available in school to support their learning. The expectation is that these students will be able to make the same rate of progress as others. Several nurture groups are run for students in Years 7, 8 and 9 to enable them to make the best progress.
- Students supported in the three resource bases make good progress. At each assessment point in the year, their work is analysed to identify any underachievement and extra mentoring support is given if it is required. Most of the students spend some time in mainstream classes as well as in the different resource bases.
- Students known to be eligible for support through pupil premium funding attained on average two thirds of a GCSE grade below that of other students in English and one full GCSE grade below in mathematics in 2013. However, over a five year period, this gap is narrowing every year and continues to do so.
- The school has used early entry for GCSE examinations in English and mathematics for some years. However, new heads of faculty intend to discontinue this practice because it has not delivered the best outcomes for students.
- Students who are supported by the Year 7 catch-up grant (additional funding for those students who have not made the expected progress in English and mathematics at the start of Year 7) are making good progress and the gap in performance between them and other students is closing rapidly.
- The school has many strategies to raise levels of literacy. Students in Years 7 and 8 benefit from a focus on developing their reading skills as part of the school's drive to improve standards of literacy. There are accelerated reading courses and phonics courses for those students who have low levels of literacy when they start secondary school. Reading is encouraged at registration time and many students bring in their own books which they read for pleasure.
- Numeracy is promoted across all subjects and the focus on better numeracy skills is one reason why progress is improving in science, mathematics and geography.
- The small number of students who attend alternative vocational courses for one day each week study catering, hairdressing and motor mechanics, sometimes in a work-based environment. In school, these students follow a reduced timetable of GCSE subjects. Their progress and attendance are carefully checked and, in recent years, all such students have gained the necessary qualifications and many have gone on to higher level study.
- Students enter the sixth form with attainment that is below average, and sometimes well below. From their starting points, they make progress in line with national expectations on both academic and vocational subjects. At the time of the previous inspection, the progress of students following vocational subjects was below average but this has improved. However, there

are still variations within different subjects so that, although sixth-form achievement has improved, it is not yet consistently good. Many students go on to higher education or vocational training and the number of students who complete their courses is higher than national figures.

### **The quality of teaching**

### **requires improvement**

- Students make good progress in many lessons because they listen, follow instructions and discuss their learning. However, this good progress is not consolidated in the work in students' books. Too often, the work over time in the books does not match the good quality of learning which takes place in the lessons.
- Teachers mark books regularly. Students are usually offered good advice on how to improve or get to the next level. Sometimes, students are asked to complete unfinished work or correct mistakes. But they do not provide enough opportunities for this to take place and do not check whether it has been done. As a result, work which is not good enough to revise from, and is incomplete or incorrect, remains unaltered. This is why good work in classrooms is not resulting in good progress over time and higher achievement.
- Teachers manage behaviour well while demonstrating good subject expertise and the ability to communicate their enthusiasm and knowledge. Questioning is used particularly well so that students start to think for themselves and deepen their understanding.
- Disabled students and those who have special educational needs are well supported by teachers and teaching assistants so that they make good progress. Teaching assistants provide bespoke care and attention, supporting the learning of their students but not doing the work for them. However, the most able students sometimes find work too easy and lacking in suitable challenge so that they do not reach their potential.
- Students in all three resource bases make good progress because activities and support are tailored precisely to their needs and they enjoy their learning. Where appropriate staff instructions are simplified and guidance is provided but, at the same time, students are encouraged to do things for themselves. Staff have high expectations of all resource- base students, including those who have complex needs. In the resource base for hearing impaired students, British sign language is used by teachers and students to support learning. Students make good progress because their misunderstandings are corrected quickly. Levels of challenge are increased gradually so that learning is rapid. In the ASD base, students have the individual support that they need. Students and parents and the local authority hold the base in high regard because of the good quality of learning and support it provides.
- Students speak highly of the teaching they receive in the sixth form but some feel that they are not as well informed as they could be about the level at which they are working and their precise targets.

### **The behaviour and safety of pupils**

### **are good**

- The school's work to keep students safe and secure is good. The site is extremely well-managed and all safeguarding procedures are followed robustly.
- Students say that they feel safe at school and trust the adults. They learn about how to live healthy lives from personal, social and health education lessons and how to use the internet safely is covered effectively in information technology classes. Students say that they are proud of their school which is very inclusive; everyone is treated in the same positive way. They respect school property and there is no graffiti and very little litter.
- Students fully understand the different forms of bullying, including abusive, homophobic and racist language and cyber bullying and say that bullying is not a problem here. A community police officer regularly visits and is available for students to discuss any concerns. Any bullying is quickly sorted out and stopped. The vast majority of parents who expressed an opinion agree that the school deals well with bullying.
- The behaviour of students is good. Students behave well in lessons and around the school site.

Students move quickly and quietly to their lessons. They hold doors open for staff and visitors and offer friendly greetings.

- Behaviour for learning in lessons is typically good. However, not all students carry out follow up work in their books when requested to do so by teachers. Relationships are positive and students and teachers show each other respect. The students in the resource bases agree that they feel safe and are fully included in the life of the school.
- School leaders keep up a relentless focus on the importance of attendance. Although it is still below average compared to national figures, attendance rates have improved every year since 2010 and continue to do so. The proportion of students who are persistently absent has dropped considerably. The school works with families and outside agencies to support those who find school difficult. Their procedures to improve attendance are gradually having an impact. Punctuality to school and lessons continues to improve throughout this year.
- The behaviour and safety of sixth-form students are very good. Students in the sixth form appreciate the many opportunities for work experience and to develop leadership skills, for example as community sports' leaders. They enjoy mixing with the students from overseas so that there is a vibrant international dimension. The numerous extra-curricular activities and trips, such as that to India, help students to gain confidence, understand other cultures and broaden their horizons.

### **The leadership and management are good**

- The headteacher, senior leaders and governors acted promptly to limit the damage of last year's dip in standards and have shown decisive leadership in improving the English and mathematics departments. New subject leaders and teachers have been appointed and the focus on improving teaching and subject leadership has been relentless. Leaders have stayed true to their principles of providing an inclusive school which welcomes students of all abilities and backgrounds.
- Since 2010 there had been a steady improvement in achievement and teaching. After the dip in standards in 2013, school leaders put in extra systems for checking on the quality of teaching and supporting those teachers who require it. Lessons are observed formally and informally during learning walks by senior leaders and subject leaders. Inadequate teaching has been eradicated and the quality of teaching is improving. Well-structured professional development is provided by the teaching and learning development group which meets half-termly.
- Staff morale is high with the great majority of teachers and teaching assistants responding positively to the renewed focus on teaching. New faculty leaders are making sure that all teachers and subject leaders know they are accountable for the progress their students make and the accuracy of their assessments. Sharing of good practice is now the norm.
- Support for disabled students and those who have special educational needs is very well managed by the special educational needs coordinator and three assistants who work in the three resource bases. The department also offers nurture groups for students in Years 7 and 8 who need extra support in settling into secondary school and for students in Year 9 who do not follow modern languages courses. In addition, there are numerous literacy and numeracy catch-up courses.
- Pupil premium funding is used to provide whatever support school leaders feel will have the best impact. This can vary from giving eligible students free bus passes to help their attendance to one-to-one tuition in English and mathematics. The sixth form is highly inclusive and the students say that they appreciate being in a school which 'gives people a second chance' and does not give up on them. The sixth form is improving because the gaps between the achievements of different students are closing, the curriculum suits the various student cohorts by providing different levels of courses and the international dimension gives students a window on the world.
- The curriculum is a strength of the school because it provides a wide range of interesting options which suit the different levels of ability of the students. There is a good mix of academic courses

which provide a good foundation for the International Baccalaureate qualification in the sixth form as well as advanced level subjects and vocational courses, GCSE and BTEC qualifications. Students receive good advice on how to make the best choices to suit their needs. There is a very wide range of additional activities to add depth, interest and variety to students' learning. All students have the opportunity to gain credits for the Children's University.

- Students' good spiritual, moral, social and cultural development is fostered well throughout the curriculum. Students support many local charities, they understand other cultures because of the exchange links with India and Japan and make a strong contribution to their local community. Students with disabilities have the same opportunities to join in all activities as other students.
- The local authority has provided sterling support by setting up a Challenge Board, to help the school get back on track and to verify its data are accurate; it confirms that achievement is improving. The local authority has also helped the governors improve their understanding of how to measure the quality of the school's work. This support is on-going and will continue until achievement is good.
- **The governance of the school:**
  - Governors know the school well. They reacted promptly to the dip in results last year by reviewing and changing the way they monitor the school. They now review data more closely and have half-termly updates on the progress of all students. Staff are expected to personally account for the progress their pupils make so that governors have a much clearer view about the quality of teaching and learning. Governors understand the data on students' progress in greater detail so that they are able to compare the school's performance with that of others. They are rigorous in working to ensure all students have the same opportunities to succeed and insist on seeing the gaps in achievement narrow. Checks on spending are thorough and pay progression is closely linked to successful outcomes for students. Governors ensure that arrangements for safeguarding students are met.

## 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

<b>Unique reference number</b>	104696
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	442321

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,142
<b>Of which, number on roll in sixth form</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Tai
<b>Headteacher</b>	Sally Beevers
<b>Date of previous school inspection</b>	4 October 2012
<b>Telephone number</b>	0151 228 6800
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