

Broadgreen Primary School

Oakhill Road, Old Swan, Liverpool, L13 5UE

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The drive and commitment of the headteacher and all staff, as well as members of the governing body, ensures that leadership and management at all levels are good.
- Pupils' achievement is good. By the time they leave Year 6, all pupils achieve standards that are, and have been in most years since the last inspection, above average in reading, writing and mathematics.
- From early years to Year 6, pupils make good progress from their starting points. This includes pupils who are at an early stage of learning English, who join during the school year, and those with special educational needs.
- Children make good progress in the early years because exciting activities help them to work independently so that they soon learn how to make decisions for themselves.
- Good teaching is characterised by well-organised, lively and interesting lessons that enable pupils to achieve well.
- Impeccable manners, mutual respect and courtesy are hallmarks of pupils' outstanding behaviour.
- Pupils, staff, governors and parents are 'Inclusion Champions' who successfully live out the school belief of 'care and respect for everyone'.
- Attendance is above average and reflects pupils' enjoyment of school. High quality care and support ensure that pupils feel safe and happy.
- The vibrant curriculum makes a good contribution to pupils' academic progress and plays an excellent role in promoting their spiritual, moral, social and cultural development. As a result, pupils are highly effective young citizens of modern Britain.
- Partnerships with parents and the community through the Fiveway Trust are strong. Parents hold the school in high esteem.
- A shared commitment to never settle for anything but the best, together with the improvements to teaching and pupils' learning since the last inspection, mean that the school is well-placed to continue to improve.

It is not yet an outstanding school because

- Pupils, including the most able, are not always provided with enough opportunities to extend their writing skills in English lessons and in the other subjects they study.
- Pupils are not always sufficiently challenged, when they carry out mathematical activities, to achieve the best they can.
- Pupils are not given enough opportunities to respond to their teachers' marking comments in their books.

Information about this inspection

- The inspectors observed lessons and parts of lessons, discussed learning with pupils in Year 5 and Year 6 and carried out a scrutiny of the work completed in pupils' books.
- Two lessons were observed jointly with the headteacher.
- Meetings were held with senior leaders, staff, a representative of the local authority and members of the governing body as well as with groups of pupils.
- The inspectors listened to pupils in Years 1, 2 and 6 read, and spoke informally to pupils during playtimes and lunchtimes.
- The inspectors took account of the 21 responses received at the time of the inspection from the on-line questionnaire (Parent View), as well as the views of the parents with whom inspectors spoke.
- The inspectors took account of the 28 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Gillian Burrow	Additional Inspector
Marilyn Massey	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is above average. The pupil premium funding is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are average.
- The proportion of disabled pupils and those with special educational needs is above-average.
- The proportion of pupils who join or leave the school, other than at the start of the school year, is above average in some year groups.
- The school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school runs breakfast and after-school clubs.
- The early years provision is available part-time and, for some children, full-time.
- Five teachers, including the headteacher, have joined the school since 2012.
- The school is an International Baccalaureate School incorporating the international enquiry- based curriculum with the English National Curriculum.
- The school is part of the Fiveway Trust and, as such, works in partnership with a local university, high school and children's hospital.

What does the school need to do to improve further?

- Improve pupils' attainment and accelerate progress by ensuring all pupils, including the most able are:
 - provided with more opportunities to extend their writing skills in English lessons and in other subjects
 - sufficiently challenged, when they carry out mathematical activities, to achieve the best they can
 - given enough opportunities to respond to their teachers' marking comments in their books.

Inspection judgements

The leadership and management are good

- The headteacher is relentless in her drive and commitment to continually improve the achievement and behaviour of the pupils. This belief is fully shared by the senior leadership team, staff and the members of the governing body.
- Strong management skills are evident in the comprehensive and rigorous systems in place for checking on teaching as well as pupils' performance. This ensures that weaknesses are identified quickly and acted upon swiftly.
- The leadership and the management of teaching are good. As part of the school's monitoring process, subject leaders play an influential and active role in regularly checking pupils' progress, pupils' books and observing lessons. Positive partnerships with other schools have provided many opportunities for staff to share ideas and expertise, as well as observe one another's teaching.
- Leadership is not outstanding because not enough pupils, including the most able, are making outstanding progress because they are not always provided with enough opportunities to extend their writing skills in English lessons and in other subjects. Furthermore, pupils are not always sufficiently challenged, when they carry out mathematical activities, to achieve the best they can.
- The school is committed to ensuring that all pupils have equal opportunity to succeed. Discrimination in any form is not tolerated and excellent relationships are promoted. As a result, achievement is good for all groups of pupils. Pupil premium funding is used effectively to improve the progress of eligible pupils through additional one-to-one or small-group support.
- The school has a well-structured system for the management of staff performance, which is linked to training, teachers' pay and pupils' performance. Staff morale is high and most responses to the staff questionnaire were very positive.
- The school has strong relationships with parents and the community. All parents spoken to during the inspection were very pleased with all the school is doing for their children. Strong links exist with the community through the Fiveway Partnership. For instance, the Reception class visited the children's hospital for a 'well teddy day' when they explored the hospital facilities. This extends their knowledge and understanding of the world in which they live effectively.
- Pupils have opportunities to take part in local activities and, as a result, there is good cooperation between school and the community. As members of the Liverpool Schools Parliament, pupils learn to consider the views of others, to make decisions and to accept different opinions and beliefs more fully. As such, they are prepared well for life in modern Britain.
- The varied range of activities within the interesting curriculum helps to meet the academic and personal needs of all pupils well. Opportunities to cook and sample foods from a range of countries, as well as learning to speak French, are examples of the school's very successful promotion of pupils' cultural development.
- Pupils' very good spiritual, moral and social development is also reflected in the many after-school clubs, such as choir, dance, dodgeball and new-age curling. Topics such as 'It matters what I say and do' enable pupils to reflect on their own rights and responsibilities, as well as their actions and how these affect others. These activities equip them to make choices well in their future lives.
- The school has used its primary school sport funding successfully to ensure that pupils learn and take part in a wide range of sports; it has provided them with more opportunities for competitive sport with other schools. Teachers' subject knowledge and skills are enhanced by the work they do alongside specialist coaches.
- The local authority appropriately provides a minimal level of support for this good and improving school.
- **The governance of the school:**
 - The governors fully understand the school's strengths and areas to develop, holding it to account by checking its performance rigorously. Governors know how well the school is doing and how it performs against other schools; they rigorously check the achievement of all the different groups of pupils. They visit the school regularly, talking to staff and pupils, as well as offering their expertise to assist teachers. Governors have a clear picture of the quality of teaching and oversee the systems for managing staff performance well, making sure that salary progressions are linked to teachers' performance. They manage the school's finances well. They are fully aware of how well the primary school sport funding is having a positive impact on pupils' health and well-being as well as their enjoyment of sport. Governors ensure that safeguarding and child protection arrangements are effective and meet statutory requirements.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils are keen to get on in lessons and, as governors say, 'strong levels of mutual respect between adults and pupils are at the forefront of pupils' outstanding behaviour'.
- Pupils of all ages are courteous and polite in lessons, around school and in the playground. Their attitudes to learning are exemplary. Pupils told inspectors that behaviour is always good because they have clear rules and high expectations which they have drawn up with their teachers.
- Pupils become absorbed in activities which they have chosen for themselves, as well as those led by adults.
- All the parents who responded to Parent View feel that pupils are well-behaved. Those parents the inspectors spoke to fully endorse this.
- Pupils are proud of their school and take on a varied range of responsibilities, such as eco councillors, school councillors and prefects, with maturity. Pupils sum up their love of the school and willingness to be fully involved by saying 'teachers put us before themselves'.
- Pupils' enthusiasm for school is reflected in above-average attendance rates which have continued to rise since the last inspection. Close care and attention to pupils' personal and academic needs, by all adults, enables pupils to become confident learners who say: 'we love learning in our school'.
- Members of the school council talk eagerly about how they help the school to improve. For example, they helped to improve the outdoor play area. Funds are also raised to support international, national and local charities. Working together extends pupils' social and moral development very effectively.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents are confident that their children are safe.
- Pupils say that everyone supports one another; they feel very safe in school because there are caring people in school to look after them. They enthusiastically say 'the teachers do their very best to keep us safe'. This occurs because full attention is paid to pupils' well-being through the effective work of the special educational needs and pastoral support leaders.
- Pupils know about different forms of bullying and understand how thoughtless words can upset people. Discrimination in any form, including prejudice-based bullying, is not tolerated and school records show that incidents of bullying of any kind are rare. On the very rare occasion when incidents have occurred, they have been well-managed.
- The school ensures that pupils are fully aware of cyber-bullying. Pupils' understanding of e-safety is impressive and they sensibly and maturely discuss the risks associated with using the internet; for example, they know how to block inappropriate messages and to ignore any requests for personal information.
- During the inspection, pupils were celebrating national breakfast week. The daily breakfast club provides a positive and sociable start to the school day for those pupils and their parents who attend. Pupils behave well during this club and in the popular after-school clubs and relationships are exemplary.

The quality of teaching is good

- Teaching is consistently good across the school, with examples of outstanding, imaginative practice. All parents who responded to Parent View agree that their children are taught well.
- Good subject knowledge enables teachers to plan lessons which motivate and excite pupils, ensuring that they make good progress.
- Pupils respond enthusiastically to the frequent opportunities to work together in lessons, for example, in pairs or in groups. They get on well with one another so discussions enable them to share their ideas and explain their thinking to each other. By working this way, they extend their social and spiritual development very effectively.
- Children's good independent learning was apparent in a Reception class, where children showed good skills of cooperation and sustained concentration as they investigated and independently recorded which items were magnetic and which were not. They supported each other well, sounding out the words to assist their spelling on the chart.
- A variety of methods and extensive range of resources are used to ensure that pupils enjoy their lessons.

For instance, the popular Pop up Reading Café sees pupils and their parents coming together to enjoy reading in a relaxing environment. By the time pupils reach Year 6, they have acquired knowledge of different authors and use this information to help them select new books.

- In literacy, in Year 6, pupils enthusiastically shared their ideas and undertook the roles of director, actors or scriptwriters to compose a story which they subsequently acted out. This extended their cooperation and leadership skills well as they decided which expressive language would capture the imagination of their audience best. They showed respect for each other's work as they happily exchanged their ideas so that they were able to learn from each other.
- In mathematics, in all year groups, there is a wide range of opportunities for pupils to extend their basic number and calculation skills and to apply this understanding and the skills learnt within problem-solving activities. However, at times, pupils are not sufficiently challenged, when they carry out these mathematical activities, and so not all pupils achieve the best they can.
- Relationships between pupils and staff are excellent. Teachers and teaching assistants communicate clearly to pupils, who understand the high standard of work expected of them. However, occasionally pupils do not have enough opportunities to extend their writing skills in English lessons and in the other subjects they study.
- Teachers make sure that pupils know their level of work and have clear targets to help them to reach the next level. Pupils' books are marked so that they are given clear advice about how to improve their work. Written feedback is often given and pupils do sometimes respond by adding comments of their own. However, they do not have enough opportunities to do this.
- Teachers and teaching assistants are skilled at asking questions and encouraging pupils to think through problems in mathematics lessons, but there are occasions when activities are not challenging enough to fully extend pupils' understanding and skills.

The achievement of pupils is good

- Pupils make good progress and achieve well in both Key Stages 1 and 2. Parents to whom inspectors spoke during the inspection were confident that their children make good progress.
- It is clear that pupils enjoy learning, are enthusiastic and keen to work hard. By the end of Year 2 in 2014, pupils reached standards which met the national average. The assessment information shows that, from their starting points these pupils met or exceeded expectations in reading, writing and mathematics.
- Pupils' progress accelerates well through Year 3 to Year 6. The standards reached by pupils are generally above average in reading, writing and mathematics by the time they leave Year 6. This is as a result of the ongoing and accurate checks senior leaders and teachers make on pupils' progress, along with the strong support for pupils who join during the school year and those who speak English as an additional language.
- Standards dipped to below average in writing and mathematics and average in reading in 2014 in Year 6. About one-third of this class had joined the school during Key Stage 2 and, a larger number than usual pupils had lower ability. Although test results were below the national average, school records show that all the pupils in the class and, particularly those who has been in the school for the longest period of time, made at least good progress from their starting points.
- School records show that the pupils currently in Year 1 to Year 6 make good progress as the quality of the teaching they receive has improved. Records show that pupils currently in Year 6 are already on track to achieve at least average and, for a significant proportion, above average standards by the end of Key Stage 2.
- The learning of the most able pupils throughout the school is extended through demanding activities and tasks. As a result, they make good progress from their individual starting points. However, pupils' achievement is not outstanding because not enough pupils, including the most able, make outstanding progress and achieve as well as they could. This is because pupils are not always provided with enough opportunities to extend their writing skills in English lessons and in other subjects.
- Over their time in the school, pupils make good progress in reading. Pupils make good progress in phonics (sounds that letters make) including in the early years. Results of the national phonics screening check for Year 1 pupils have improved over the last two years and were close to the national average in 2014.
- Pupils in Key Stage 1 tackle new and unfamiliar words well, because they have a good knowledge of phonics. They start to use punctuation well to help put expression into their reading, so that it is interesting to listen to. As they continue through the school, pupils have the opportunity to explore different kinds of books to develop their love of reading.
- Disabled pupils and those with special educational needs, those who join during the school year and those

who speak English as an additional language make good progress. Early assessments ensure that staff know which pupils need extra support so that work begins rapidly in helping them become successful learners.

- The attainment of the disadvantaged pupils was one term behind other pupils in the school in reading and three terms behind in writing and mathematics in 2014. Their attainment was below that of non-disadvantaged pupils nationally in reading and writing by three terms and in mathematics by four terms.
- School information shows that, from their individual starting points, the progress of the disadvantaged pupils compared to both other non-disadvantaged pupils in the school and nationally was good in 2014. Any gaps this year between the achievement of disadvantaged pupils and others in all year groups are closing rapidly.

The early years provision

is good

- From starting points generally below those typically found, especially in the areas of managing their behaviour, self-confidence and language development, children make good progress in the early years. The proportion of children who leave Reception attaining a good level of development meets average proportions. This indicates that they are prepared well for Year 1.
- Excellent relationships with staff result in children making good progress in the Nursery and Reception classes. Through regular assessment, staff know what children need to learn next and ensure that focused activities are directed specifically to their needs.
- During an activity when children were counting in twos in the Reception class, the teacher challenged them, whilst playing, to sort and put into pairs the socks which the animals had left in the play house. Skilful questioning and through building on children's prior learning enabled children to apply and practise counting and sorting skills well.
- Good provision and practice have been achieved by good leadership and management. Very positive partnerships with parents are established, ensuring that parents are involved fully in their children's learning.
- Children enjoy learning from the many and varied tasks they are given or choose for themselves. Good use is made of the outdoor areas for different activities, but the resources available are limited and do not match the high-quality provision that is provided indoors.
- Early reading is taught well. Adult-led activities help children to learn the sounds that letters make and ensure that children learn quickly. Children in the Nursery class enjoyed creating biscuit faces using cheese and raisins. This provided them with good opportunities for developing their language and counting skills.
- The Nursery and Reception children play well together. Children quickly learn routines and expected conduct; their behaviour is very good. The early years areas are stimulating and children are looked after well, enabling them to feel happy and safe in school.
- Children enjoy working as well as playing together and are keen to learn. When sitting in a circle, they happily take turns to answer questions and listen carefully to one another's answers.

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	104611
Local authority	Liverpool
Inspection number	456140

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Veronica Shaw
Headteacher	Ann-Marie Moore
Date of previous school inspection	24 April 2012
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