

Broadgreen International School, A Technology College

Queens Drive, Liverpool, Merseyside L13 5UQ

Inspection dates	4–5 May 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching, while improving, is not yet consistently good enough to ensure that pupils make good progress in all subjects and all year groups. Consequently pupils' progress remains uneven.
- Although standards are rising and increasing numbers of pupils are making progress, too few pupils are reaching standards that are expected nationally for their age in English and mathematics.
- Some teachers do not routinely check pupils' understanding thoroughly enough. Consequently, opportunities to consolidate pupils' learning are missed.
- Leaders do not provide enough opportunities for teachers to effectively share good practice across all subject areas or to observe good practice beyond school. Consequently, the quality of teaching is uneven.
- Some teaching in mathematics does not allow pupils to strengthen their problem-solving or reasoning skills. As a result, pupils' progress and mathematical fluency are hindered.
- When teaching fails to provide enough interest or capture pupils' attention, some become disengaged and make less progress.

The school has the following strengths

- Sixth-form provision is good. Learners are taught well. Careers advice and guidance are effective. As a result, most who attend the sixth form progress into further education, employment or training on leaving the school.
- Pupils who have special educational needs or disability are well supported across this inclusive school. Strong leadership has ensured that teachers are well equipped to meet pupils' diverse needs. Consequently, pupils thrive.
- The caring headteacher empowers staff and pupils to work together to improve the provision. She has strengthened leadership across the school and this has resulted in improvements.
- The school's arrangements for safeguarding pupils are effective. The school works ably with other services. Consequently, vulnerable pupils are safe.
- Parents and staff have confidence in the leadership of the school. There are clear signs of improvement in pupils' progress.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment so they lead to consistently good outcomes for pupils by:
 - providing more opportunities for the most effective teachers within the school to share and promote highly effective teaching across all subject areas
 - further extending links with outstanding schools to allow teachers to sharpen their understanding of highly effective teaching
 - persevering with the current actions taken to raise standards across the school
 - planning activities which stimulate pupils' love of learning, developing a passion and a motivation to excel
 - making sure that teachers routinely check pupils' understanding before moving on to additional tasks
 - ensuring that the curriculum for mathematics strengthens pupils' problem-solving and reasoning skills and continues to improve mathematical fluency.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher ensures that inclusivity is at the heart of the school. Her high aspirations for all pupils ensure that staff have a positive impact on pupils' life chances and self-worth. The school's mission statement, 'care together, work together, learn together, excel together' is enthusiastically reinforced by all staff. Consequently, everyone is accepted and a commitment to equality permeates across the school. Comments by members of staff on the online survey conducted by inspectors epitomised the views of many:

'Pupils at Broadgreen are treated as individuals, not numbers and faces. Pupils come first, they are very well supported, pupils trust the staff to care for them and ensure that they are safe... I feel very proud to work in a school which genuinely cares for its pupils.'

'It's the best school I've worked in, due to its totally inclusive nature and the fact it gives its pupils life chances in addition to strongly improving academic achievement.'
- The headteacher, together with a sharper reconstituted governing body, provides strong and focused leadership to the school. Her leadership and the effective appointments she has made to school leadership have been the key factors in moving the school forward. Clear improvements to school systems have been made which are having a positive effect on pupils' progress and well-being. Improvements in pupils' progress are particularly noticeable at key stage 3 and within the sixth form. However, more time is needed to show a greater impact on raising standards and pupils' progress across the school.
- Over the last two years, strong leadership appointments in English, mathematics and science have injected a sense of order and improved curriculum organisation. Accountability is strong and the quality of teaching stabilised and poised for improvement. Leaders now have stronger foundations to build on. Staff feel well supported and are overwhelmingly positive about working at the school and the way their departments are being led.
- Most of the parents who completed Ofsted's online questionnaire, Parent View, agree that their child is well looked after and would recommend the school. Parents hold teachers and leaders of the school in high regard and recognise the efforts made to ensure that their children thrive and achieve.
- Teaching is improving, especially in subjects where new curriculum coordinators have been appointed, such as English, mathematics and science. Underachievement is identified early and if any individual or group falls behind, leaders act quickly and make a difference.
- Leaders ensure that systems to check the quality of teaching are well coordinated. As a result, professional development is relevant and valued by teachers. Leaders hold teachers accountable for their pupils' progress. Performance management systems are fair, transparent and effective.
- Pastoral leaders and heads of house work closely together to ensure that pupils receive important guidance during their personal, social, health and economic education (PSHEE) sessions, tutor sessions and assemblies. The school curriculum delivers important information about issues such as drugs, substance abuse and e-safety. As a result, pupils speak confidently about their understanding of different risks. Pastoral leaders effectively deploy outside agencies to support pupils' development and remove barriers to learning. For example, mental health educational support workers provide additional emotional and social support through counselling and home visits.
- Some pupils attend alternative provision. Leaders work closely with the provider and receive information about attendance, safety and teaching for these pupils.
- The local authority has provided helpful support through visits to the school to evaluate leaders' impact and to meet with the headteacher. These visits have been effective in helping with self-evaluation and improvement planning for the school.
- Leaders understand the school's strengths and areas for development. They recognise the urgent need to accelerate improvement in pupils' achievement. The monitoring of pupils' achievement and the quality of teaching is accurate. Improvement planning is strong. Changes have been made to address inconsistencies, but some have not yet had an impact.

- The curriculum effectively meets the needs of the pupils. Leaders have ensured that pupils of all abilities have an appropriate balance of academic and vocational subjects. As a result, the number of pupils set to achieve the English Baccalaureate is set to rise to the national average in 2016. The key stage 3 curriculum has been reshaped by leaders and new assessment systems are well understood by pupils and staff. The school has piloted a new approach to assessing pupils' work, using the same scale for key stage 4 and key stage 3 assessments. The new system allows teachers to track pupils' progress throughout key stages 3 and 4 seamlessly. Pupils have responded well to tracking their own progress and development.
- The special educational needs coordinator (SENCo) is highly effective and ensures that phonics and reading support are in place alongside numeracy support to develop pupils' skills and to narrow existing gaps. Consequently, pupils are making strong progress in catching up with their peers. A comment by a pupil summarises the successful approach leaders are taking: 'I feel as though things are making more sense now when I am in class.'
- As a result of strong leadership from the SENCo, pupils who have special educational needs or disability are well supported and achieve well. Teaching assistants and other support staff are well trained and effectively support pupils. The three resource centres provide sensitive care and support for those pupils who access them. They are well organised with good resources to support expert teaching.
- The school forms strong links with primary schools and establishes particularly positive relationships with pupils in Years 5 and 6. A wide range of rich, well-organised programmes are provided, which ensures that pupils are well informed and have any uncertainties dispelled before their arrival in Year 7.
- The school helps pupils to develop a strong sense of moral responsibility. Their social skills are well developed and they explore a range of personal and ethical issues through the PSHEE curriculum.
- Leaders have rightly set improving teaching as the highest priority. There is a comprehensive programme of training for all teachers, including support plans for some individual teachers. Teachers are encouraged to learn from best practice, but this is not rigorously enforced within the school. Teachers similarly have too few opportunities to observe highly effective teaching beyond the school.
- Leaders support newly qualified teachers and those in training well.
- **The governance of the school**
 - Governors are strongly committed and aware of their responsibilities in raising school standards. They meet regularly and play a major role in both challenging and supporting school leaders.
 - The governing body has been restructured in order to support and challenge the school more effectively. As a result, the governing body has been successful in challenging the school to do better. Governors have a good understanding of information about pupils' progress and the quality of teaching, and are confident about using this to decide teachers' salaries and tackle underperformance. They have supported leaders in capability procedures that have taken place in the past.
 - Governors fully support the school's ethos and inclusivity and recognise the vulnerability of some pupils and the challenges that leaders face in raising aspirations. Governors are aware of the strengths of the headteacher and senior leaders and fully support them in their drive to improve standards.
 - Governors work alongside leaders in planning important next steps and attend leadership training during the weekends. Consequently, they are knowledgeable about the strengths of the school and areas for development.
 - Governors ensure that the school's finances are in good order and they understand how the pupil premium is spent and its impact.
 - The governing body ensures that policies are up to date, comprehensive, well informed and accessible to pupils, parents and carers. However, it has not ensured that the website is fully compliant with the necessary curriculum content.
- The arrangements for safeguarding are effective. Pupils overwhelmingly feel safe in the school. There is a strong focus on keeping pupils safe: the school goes above and beyond simple compliance with legislation. School leaders have invested heavily in ensuring that a large number of key staff are highly skilled in leading safeguarding positions across the school. Consequently, teachers are well trained and staff are alert to the dangers and risks to all pupils. Staff have received a range of training on potential areas of risk for young people. For example, they have attended 'Prevent' training to help them to identify pupils who may be at risk of being radicalised. Safer recruitment practices are used across the school.

Quality of teaching, learning and assessment **requires improvement**

- Teaching requires improvement because, although it is getting better and more pupils are making faster progress, the quality of teaching is not yet consistent across the school and within subjects.
- Past difficulties in recruiting strong leaders in English, mathematics and science have resulted in some instability for pupils and a build-up of less effective learning. The school is now beginning to reap the rewards of strong appointments. Teaching is developing and growing in strength. However, more time is needed to further develop teaching to increase the beneficial impact on pupils' achievement.
- Teachers understand their pupils well as individuals and recognise any barriers they may have to learning. Since the last inspection, leaders have worked hard to ensure that teachers regularly assess pupils to establish accurate information on their progress. Teachers are increasingly using this information to plan work that challenges pupils to do their best. However, not all planned activities are stimulating and there is sometimes a loss of interest from pupils and consequently learning dips. Pupils' progress also slows when teachers do not check their understanding well enough. Opportunities are missed to deepen knowledge or correct misconceptions before moving onto new learning.
- Some teaching in mathematics does not develop pupils' problem-solving and reasoning skills effectively. Consequently, pupils are not able to use these skills in solving complex problems and their ability to understand mathematical thinking and reasoning is slowed.
- There is now better-quality teaching for pupils, particularly at key stage 3 where pupils are making strong progress in a wide range of subjects.
- The presentation of work in pupils' books is improving. Leaders have focused on improving the quality of feedback teachers provide to pupils. Consequently, more detailed and frequent marking can be seen across the school, in line with the school's policy. Pupils know where they have gone wrong and what they need to do to improve. Particularly effective feedback is apparent in English, mathematics and science where pupils improve their own work because of the good advice they receive from their teachers.
- Teaching assistants provide helpful support, additional guidance and explanations to pupils so they are able to improve their understanding in lessons.
- Teachers know how to support pupils who have special educational needs or disability because the SENCo provides clear guidance on how to remove the barriers that are preventing pupils from learning. Regular training is provided for all teachers on specific learning needs and how to plan effectively for pupils' progress. Consequently, pupils who have special educational needs or disability are well supported and achieve well.
- Teachers have a good knowledge of their subjects and are very committed to doing the best for their pupils. Relationships between teachers and pupils are positive and respectful, and the great majority of pupils want to learn.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy taking on responsibility, for example in the student council. A few school council members enhanced their understanding of democracy even further through their involvement with 'the young lord mayor role'. Pupils shadowed the Lord Mayor at civic events, and developed their understanding of how elections work beyond school. Pupils also show compassion and initiative in raising funds for charity.
- The welfare of pupils is the highest priority for leaders. Pupils describe how they are well cared for, that they feel safe and are sure about which member of staff to go to if they have a concern. They report that any concerns are well managed by the school. There are clear systems to support pupils who are struggling with issues.
- A clear awareness exists about the importance of safeguarding within the school. Leaders work hard with pupils, parents and external agencies to develop effective lines of regular communication and ensure that any concerns about pupils are fully followed up.
- Pupils who attend the school resource base are integrated into mainstream lessons and their welfare and development are supported well by all staff. Consequently, they feel part of the school culture and develop well socially.

- Exclusions for poor behaviour have reduced over the last three years and are continuing to fall because leaders have invested in stronger systems and procedures to support behaviour for learning. Exclusions are now used only as a last resort.
- Careers advice and guidance are well organised and effective, and there is a good range of careers reference materials available in the learning resource centre. Pupils are well informed about further study and career options. Consequently, very few pupils do not enter education, employment or training after Year 11. Leaders work with a wide range of employers and training providers to enhance the well-structured and organised careers education programme. Pupils value the 'World of work day', in which they learn interview skills and how to complete a job application. Pupils in key stage 4 experience careers fairs, work experience and can access personal careers interviews. Pupils are extremely well prepared for their next stage of education, employment or training.

Behaviour

- The behaviour of pupils is good. Very few lessons are disrupted by poor behaviour. Inspectors saw no poor behaviour during this inspection.
- Attendance is improving, and systems to track daily attendance and to respond to absences are well organised. School leaders successfully drive improvements in attendance against a backdrop of social and economic issues beyond the scope of the school. A wide and varied team of people engages and communicates frequently with parents regarding poor attendance. The school uses all its power to prevent further decline and raise the importance of attendance in the community.
- Pupils are tolerant of others and respectful of those who may look and act differently from themselves. Pupils told inspectors that they do not regard bullying as an issue for the school. Parents agree with the pupils that they feel very safe in school. Pupils appreciate that staff are sensitive to any of their concerns and know that staff will spend time to resolve problems, however large or small.
- Pupils move calmly and purposefully around the building. At break and lunchtimes they are respectful of each other and enjoy their time together. Staff supervision is well organised, and there is always an adult to help to solve any problems quickly and calmly.
- Pupils are clear about the school's expectations and how incidents will be treated. Consequently, the number of pupils entering the internal inclusion unit has fallen.

Outcomes for pupils

require improvement

- In 2015, the proportion of pupils gaining five or more A* to C grades at GCSE, including English and mathematics, was well below that found nationally. The 2015 GCSE results reflected underachievement for too many groups of pupils.
- Disadvantaged pupils have not made the same progress in mathematics and English as other pupils with the same starting points both in the school and nationally. Recent actions taken by leaders have ensured that gaps have swiftly narrowed across the school. At key stage 3, gaps are very narrow and in some cases there is no gap at all.
- There has been improvement in English and mathematics since the last inspection. The number of pupils making expected progress in English and mathematics has slowly increased and current school information indicates that this positive trend is set to continue for 2016 results. However, the proportion of pupils making expected progress from their relative starting points is predicted to be below national averages.
- Good leadership is securing improving achievement in a wide range of subjects. In 2015, examination results in the following subjects were above national figures: BTEC art, BTEC business studies, BTEC construction, BTEC outdoor pursuits, BTEC physical education, catering, computing, music, GCSE physical education, physics, psychology, religious education, Spanish and graphic products.
- For the very small number of key stage 4 pupils who access alternative provision, there is weekly communication about their progress and attendance between the school and the provider. The provision is meeting the needs of these pupils effectively.
- Pupils start the school with attainment which is below average. When they join the school, many do not read or write as well as typical pupils of their age. A number of pupils arrive with a considerable learning lag, particularly those joining midway through their secondary schooling. The majority of pupils supported by the government's additional funding (Year 7 literacy and numeracy catch-up premium) are supported well so that they improve and make accelerated progress during the early stages of their secondary education.

- The most able pupils at key stage 3 benefit most from improved teaching and now make good progress. In key stage 3, the large majority of pupils are making expected progress and some are making more than expected progress.
- Overall, pupils who have special educational needs or disability are well cared for and make the progress that they should because of consistent and effective support.
- The proportion of pupils progressing to education establishments, apprenticeships, employment or training is above the national average.

16 to 19 study programmes

are good

- The head of the sixth form is relatively new in post but has quickly ensured that the sixth form is well led and managed. Since the previous inspection, the school has sharpened all aspects of the sixth-form provision. Learners benefit from effective specialist teaching and achieve well.
- A high proportion of pupils from Year 11 stay on into the sixth form each year. A good number of learners who begin two-year courses complete them.
- The sixth-form curriculum is unique in that it is the only sixth form in Liverpool to offer the International Baccalaureate (IB) Diploma and IB Career-Related Programme qualification. Learners are provided with enrichment opportunities to sharpen their skills and widen their understanding of citizenship. For example, learners travel to India and complete volunteer work in a school. This develops their communication skills, alongside tolerance and collaborative working. Learners also develop skills by providing support to local primary schools and working as health ambassadors for a local hospital.
- Learners are encouraged to participate in enrichment activities to develop their character, skills, attitudes and confidence. For example, they complete the Duke of Edinburgh Award, Sports Leader Awards and some volunteering activities in the local community.
- The curriculum meets the needs and ambitions of learners. Some learners on vocational courses undertake work placements relevant to their aspirations that develop their employability skills. Learners' destinations are strong. Many learners successfully complete the IB and obtain places at university and higher education establishments. Learners are very well supported to achieve their potential, whatever their capabilities or ambitions. They are well prepared for the next stage in their education or employment.
- Teachers have good subject knowledge and know their learners well. Consequently, they are able to target their teaching to ensure that learners make good progress. Learners have good attitudes to their studies and this is shown in their well-presented work.
- Learners are courteous, polite and friendly and reported that they feel valued in the school environment. The sixth form provides excellent care and support for individuals and they feel safe. Consequently, there is a good rate of attendance. A comprehensive programme is in place to develop learners' spiritual, moral, social and cultural development.
- The school provides strong pastoral support for all learners. Personal tutors monitor progress and provide welfare support. Learner and tutor partnerships are strong, and this helps to remove any barriers to learning. Consequently, learners can focus on their studies and they achieve as well as they can.
- Learners who join the sixth form without a good GCSE in English or mathematics are placed on to appropriate courses and supported with good teaching. Consequently, a large number improve their GCSE grades in English and mathematics.
- The sixth form is not yet outstanding, because there are variations between academic and vocational courses. Overall outcomes on 16 to 19 study programmes are good. Learners on vocational courses are, however, making better progress than those on academic courses.

School details

Unique reference number	104696
Local authority	Liverpool
Inspection number	10012146
This inspection 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 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,117
Of which, number on roll in 16 to 19 study programmes	172
Appropriate authority	The governing body
Chair	Sandra Tai
Headteacher	Sally Beevers
Telephone number	0151 228 6800
Website	www.broadgreeninternationalschool.com
Email address	enquiries@bgis.co.uk
Date of previous inspection	14–15 May 2014

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 number of pupils eligible for support from the pupil premium (additional funding provided by the government) is two and a half times above the national average.
- The large majority of pupils come from White British backgrounds and the proportion from minority ethnic backgrounds is below average. Overall, the proportion of pupils who speak English as an additional language is below the national average.
- The proportions of pupils who have special educational needs or disability and those with an education, health and care plan are above average. The school is host to three resource bases. One is for pupils who have hearing impairments, one is for pupils who have physical disabilities and the third is for pupils who have an autism spectrum disorder.
- The school is an International Baccalaureate World School and a few international pupils join the sixth form each year.
- A few pupils are educated off-site at Greenbank College and Myerscough College. A number of sixth-form learners attend alternative courses at the RARE Studio, Liverpool.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, middle leadership and some senior leadership posts have been created.
- The school does not meet requirements on the publication of information about the curriculum on its website.

Information about this inspection

- Meetings were held with the headteacher, members of the senior team, middle leaders, the chair of the governing body and governors, an officer from the local authority and newly qualified teachers.
- Inspectors also spoke by telephone to members of staff from the alternative educational providers used by the school.
- Inspectors observed learning in a wide range of lessons across all year groups. A number of these lessons were jointly observed with members of the school's leadership team.
- Inspectors looked carefully at pupils' books and files in lessons, and engaged in a detailed analysis of pupils' work.
- Inspectors observed pupils' conduct and behaviour as they arrived at the school, during breaktimes and lunchtimes, as well as in lessons.
- Inspectors spoke to a large number of pupils, including learners in the sixth form, during meetings and informally during the course of the inspection. A meeting was also held to gather the views of the school council.
- Inspectors viewed registration periods, an assembly and made visits to the school's internal inclusion unit. They also heard a few pupils read in the learning support centre.
- The inspection team observed the school's work; scrutinised data about pupils' achievement, behaviour and attendance; scrutinised pupils' work; looked at documents used by leaders to check the school's work; reviewed minutes of meetings of the governing body; and viewed records relating to the monitoring of teaching. During the inspection, detailed consideration was given to policies and practices relating to safeguarding and also to how the school prepares its pupils for life in modern Britain.
- Inspectors took account of the 16 responses to the Ofsted online questionnaire, Parent View, and also considered parental responses on the school's social media page. They also considered the responses to the Ofsted staff online questionnaire and the school's own pupils' surveys.

Inspection team

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Bernard Robinson	Ofsted Inspector
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