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Mrs Katrina Beswick
Broadgreen International School, a Technology College
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Dear Mrs Beswick

Special measures monitoring inspection of Broadgreen International School, a Technology College

Following my visit with David Roberts, Ofsted inspector, to your school on 3 and 4 December 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures, following the inspection that took place in December 2018.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are not taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school's improvement plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the chair of the governing body, the regional schools

commissioner and the director of children's services for Liverpool. This letter will be published on the Ofsted website.

Yours sincerely

Ahmed Marikar

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in December 2018.

- Ensure that leaders and managers at all levels, including governance, urgently improve the quality of education at the school and tackle weaknesses in leadership by:
 - increasing the rigour and accuracy with which they evaluate the impact of their actions, especially when there is additional funding
 - bringing about changes to the curriculum and teaching so that pupils' progress and attainment improves rapidly, and they are well prepared for the next stage of their education, training or employment
 - rethinking the curriculum so that it gives pupils the necessary knowledge that they need to be successful, especially at key stage 3
 - developing teaching so that pupils build on their prior learning and can make links with what they already know.
- Ensure that the assessment of pupils' learning is accurate and is used appropriately to inform teaching.
- Increase pupils' attendance and reduce the very high rates of persistent absenteeism, especially for pupils with special educational needs and/or disabilities (SEND) and for disadvantaged pupils.
- Address the low-level disruption that exists on too many occasions.

An external review of governance should be undertaken to see how this aspect of leadership and management can be improved.

An external review of the school's use of the pupil premium should be undertaken to see how this aspect of leadership and management can be improved.

Report on the first monitoring inspection on 3 to 4 December 2019

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, other senior leaders and groups of subject leaders, teachers and support staff. The lead inspector met with three members of the interim executive board (IEB) and a representative of the local authority. Inspectors also had telephone conversations with two school improvement advisors and representatives from three alternative providers. Inspectors made short visits to a range of lessons and looked at pupils' work. Many of these visits were made jointly with senior leaders. Inspectors observed pupils' behaviour around the school, at breaktime, lesson changeovers and in classrooms. Inspectors also met with three groups of pupils from a range of year groups. Inspectors considered a wide range of documentation, including records of behaviour and attendance. Inspectors also reviewed the school's safeguarding policies and practices and checked the single central record. The opinions of parents and carers were considered through the 17 responses to Parent View, Ofsted's online questionnaire.

Context

Since the section 5 inspection, there has been a considerable amount of staff turnover. 16 members of staff have left the school and 10 members of staff have joined the school. Senior leadership has been strengthened by the appointment of an additional deputy headteacher, who was previously assistant headteacher in the school. An assistant headteacher is leading the mathematics department on a temporary basis. Six teachers are working in a long-term supply capacity. Four members of staff are leaving the school in December 2019. Four members of staff, including a head of science and a head of mathematics, have been appointed and will start in January 2020. The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is changing and interim arrangements are being put in place for January 2020.

An external review of governance was not carried out, because the local authority replaced the governing body with an IEB. The IEB started in role in May 2019. The chair of the IEB is a national leader of governance. The headteacher is working closely with the local authority to reduce the school's budget deficit. The school's conversion to an academy is yet to take place.

The progress made by the school in tackling the key areas for improvement identified at the section 5 inspection

Leaders' actions since the last inspection have not improved the quality of education in the school. The outcomes achieved by Year 11 pupils in 2019 were very weak. Provisional examination results for 2019 show that Year 11 pupils, including those who are disadvantaged, underachieved considerably across most

subjects.

A common planning format with 'non-negotiables' is now in place for every lesson, and staff are beginning to use it. Most teachers use their subject knowledge well to explain ideas to pupils. They plan opportunities for pupils to revisit previous learning and to make links with what they already know. However, there remain gaps in pupils' knowledge and understanding. This is due to weaker teaching in the past, staff turbulence and high rates of pupil absences.

Leaders have introduced new assessment procedures to support pupils' learning. However, assessment is not being used consistently well within and across subjects.

Leaders and members of the IEB have reviewed the whole school curriculum structure. From September 2020, the length of the key stage 3 curriculum will increase from two to three years. Pupils will then study a broader range of subjects for their first three years in the school. Leaders believe that this will give pupils a stronger foundation on which to build when they start their key stage 4 studies.

Subject leaders have started to develop and improve their curriculum plans. There is further work to do to ensure that all key stage 3 curriculum plans build pupils' knowledge and understanding from year to year.

In the past, staff were not provided with enough information about the needs of pupils with SEND. Improvement in this area has also been hampered by long-term absences of staff. Pupils with SEND are now being more accurately identified. Leaders have also improved the specialist area for this group of pupils. This allows these pupils to receive support in a nurturing environment. Staff have received additional training to address some of the barriers to learning faced by pupils with SEND. Leaders know that progress made by these pupils is not checked regularly enough to make sure that any additional help is making a difference.

Pupils continue to benefit from a wide range of sports, such as football, badminton and table tennis. Pupils talked enthusiastically about the opportunities that they have to go on trips overseas and to visit museums and theatres. Pupils learn about different cultures and faiths. Leaders raise pupils' awareness about lesbian, gay, bisexual and transgender rights. This encourages pupils to value diversity. The headteacher has identified the need to improve careers guidance and options advice for current Year 8 pupils when they choose their options in the spring term 2020.

Leaders have raised their expectations of pupils' behaviour and conduct. Leaders have recently revised the behaviour management system and improved the support systems for pupils who persistently misbehave. Inspectors saw encouraging signs that this is leading to some improvements in pupils' behaviour in lessons. However, inspectors also observed how pupils in some classes are still having their learning disrupted by the behaviour of others, particularly when lessons are taught by supply teachers. Pupils reported that some teachers are not using the behaviour

management system consistently. Some pupils express deep frustration that 'punishments are too leniently or too harshly applied'.

There are high levels of staff supervision around the school during breaktime. Staff encourage pupils to behave well and conform to the school rules. However, some pupils do not conduct themselves in a calm and mature manner between lessons and at the end of breaktimes. Inspectors saw pupils pushing into each other and shouting. Inspectors also saw a small number of pupils ignoring staff requests during these times. Staff are positive about leaders' actions to support them with managing behaviour. However, a small number of staff confirmed that the overall standard of pupils' conduct is not yet improving.

Attendance remains a major concern. Overall absence and persistent absence increased in 2018/19. Leaders have recently improved systems to monitor attendance and work more closely with pupils and their families. However, despite small signs of improvement, the absence rates of disadvantaged pupils and pupils with SEND continue to be too high. Persistent absence is well above the national average. It is higher this year than for the same period in the last academic year. Too many pupils are late for lessons. Inspectors observed some pupils still on corridors 15 minutes into the start of these sessions.

The effectiveness of leadership and management

Since the last inspection, leaders' plans to improve the school have not been swift enough in securing enough improvement in the quality of education, pupils' attendance and behaviour. Leaders' efforts have been hampered by high levels of staff turnover and staff absence in several subjects. Pupils spoken to during the inspection are concerned about the number of staff absences, particularly in mathematics.

Leaders' evaluation of the effectiveness of the school is over generous. The school improvement plan requires further refinement to include appropriate timescales, to enable leaders to evaluate the impact of their actions.

The headteacher is determined to improve the life chances of pupils in the school. The roles and responsibilities of the senior leadership team have been reorganised, so that there is clarity and accountability. Senior leaders are getting to grips with their roles, but it is too early to see the impact of their work. Staff feel that communication in the school has improved. Leaders are improving the professional development opportunities for staff. Staff training is more closely matched to their needs. Teachers appreciate the opportunities to support their own well-being.

Members of the IEB bring a range of relevant skills and knowledge to their governance role. They are committed to making sure that the quality of education improves more rapidly for pupils. The minutes of IEB meetings show that members ask senior and middle leaders probing questions that are focused on the right areas.

The IEB members are becoming more proactive in seeking actual evidence of the impact of leaders' actions for themselves.

An external review of pupil premium funding was recommended at the inspection in December 2018. Despite this, an external review has not taken place. The lack of urgency in arranging this external review has slowed the pace of improvement in this area. The newly appointed deputy headteacher has revised the pupil premium strategy and is improving monitoring and evaluation of this area. However, it is too soon to see the impact of this work.

The school's approach to safeguarding pupils remains effective. Recruitment checks on staff's suitability to work with pupils are complete. Staff receive regular training and updates on safeguarding procedures. They know what to do should a concern about a pupil's welfare arise. Leaders ensure that pupils who attend alternative education provision are safe. Pupils told inspectors that they feel safe in the school. They said that bullying does not happen very often. If it does, pupils said that staff deal with it quickly.

Strengths in the school's approaches to securing improvement:

- The headteacher, senior leaders and members of the IEB are ambitious for pupils and are determined to improve the school.
- Members of the IEB are supportive of the headteacher. The IEB is not afraid to make tough decisions, when necessary, to improve the quality of education for pupils.
- Leaders have reviewed the curriculum. Subject leaders are revising and developing their curriculum plans to ensure that topics are in a logical order to help pupils know more and remember more.
- The quality of professional development for staff is improving. This is helping to develop their knowledge of how pupils learn.

Weaknesses in the school's approaches to securing improvement:

- The self-evaluation of the school does not accurately reflect its strengths and areas for development. The school improvement plan does not have appropriate timescales to monitor and evaluate progress.
- Senior leaders new to role are yet to fully establish themselves. It is too early to determine their impact.
- Leaders have not yet carried out an external pupil premium review. The additional funding for disadvantaged pupils and pupils with SEND is not used as effectively as it should be. Leaders know there is more work to do to ensure that these pupils achieve as well as they should.
- Pupils' behaviour continues to be a concern. The school's behaviour policy is not

used consistently well by all staff. Pupils still disrupt some lessons and hamper learning.

- Despite leaders' efforts, attendance rates, especially for pupils with SEND and for disadvantaged pupils, remain below the national average. Persistent absence is too high. This has not improved since the last inspection.

External support

The local authority continues to check on the school's progress regularly and provide support and advice. Additional support for the professional development of leaders and staff has been provided from a range of experienced advisers, consultants and local schools. External support is helping to improve the curriculum and provision for pupils with SEND. However, the support that the school has received has not led to rapid enough improvements in pupils' behaviour and attendance since the previous inspection.