

Inspection of Broadgreen Primary

Oakhill Road, Old Swan, Liverpool, Merseyside L13 5UE

Inspection dates: 28 and 29 September 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils are proud to attend Broadgreen Primary School. They feel part of a warm and caring community. Pupils, including children in the early years, enjoy learning and playing together with their friends.

Pupils know that staff will respond sensitively to any worries or problems that they may have. Pupils are confident that, if any bullying happens, staff will act quickly to resolve it. They feel safe and happy.

Staff make sure that pupils, including children in the early years, experience a rich and varied curriculum. The curriculum sparks pupils' interest and enthusiasm for learning. Children in the early years look forward to 'Foodie Fridays', where they can sample a range of different foods. Pupils across the school are proud to take part in celebration assemblies. They enjoy gaining the prestigious headteacher's reading award.

Leaders have high aspirations and expectations of pupils. Pupils are determined to live up to the school's values and succeed and achieve together. They proudly rise to the challenges that staff provide. Pupils behave well in lessons. They learn the curriculum well.

Parents and carers who shared their views with inspectors were overwhelmingly positive about the school. They value the high-quality pastoral support that staff provide for pupils.

What does the school do well and what does it need to do better?

Leaders believe that pupils, including those with special educational needs/disabilities, deserve the very best education. They have made sure that pupils experience a rich and broad curriculum. Leaders have set out the important concepts and vocabulary that children will learn from the early years to Year 6. They have also identified the smaller blocks of knowledge that pupils need to know and when they need to learn it.

Teachers explain new learning clearly. They use assessment systems effectively in most subjects. Pupils progress well through the curriculum.

Leaders' checks on how well staff deliver the curriculum have led them to make some recent refinements to their curriculum thinking in the foundation subjects. Leaders are also in the process of sharpening the way teachers use assessment strategies in these subjects. These changes to the curriculums are at an early stage. Leaders have not had chance to find out what difference these improvements are making. This means they do not know if pupils are now making deeper connections than in the past, particularly between different subjects.

Leaders prioritise reading at every opportunity. It is at the forefront of their curriculum. Children and pupils listen avidly to books and stories that staff share with them. Teachers have created inviting reading areas to encourage pupils to read and love books.

Children in the early years begin learning the school's phonics programme without delay. Staff are positive about the changes that leaders have made to the way that they teach phonics. They appreciate the ongoing training that they receive. Staff deliver the phonics programme effectively. Younger pupils use the sounds that they have learned in class to read their books confidently. Staff spot any pupils who may be in danger of falling behind quickly. Staff provide support so that pupils keep up with the demands of the programme. Older pupils enjoy their reading lessons.

Most pupils have very positive attitudes to learning. They can usually learn without interruption. Children in the early years play happily alongside their friends. They delight in learning about the world around them. They enjoy growing tomatoes and toasting marshmallows in the outdoors. Staff make sure that there are plentiful opportunities for children to learn new words and develop their communication skills.

Leaders provide an extensive programme to develop pupils' wider experiences. They provide pupils with rich opportunities to support them to become active and respectful citizens. Older pupils recounted an enjoyable visit that they had made to the houses of parliament. This helped them to understand how new laws are passed. Leaders place great importance on developing pupils' mental and physical health and well-being. Pupils have a very well-developed understanding of how to manage their feelings and deal with conflict. Leaders maximise opportunities for pupils to learn about other faiths and cultures. Pupils experience a wealth of visits, trips and visitors to school to broaden their horizons.

Governors have the necessary knowledge and skills to hold leaders to account effectively. Staff are proud to work at the school. They appreciate the actions that governors and leaders have taken to reduce their workload, such as changing the way staff give feedback to pupils about their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are relentless in their approach to keeping pupils safe. They have created an exceptionally strong safeguarding culture. Staff are highly alert to the slightest change in pupils' demeanour or behaviour. They take the time to get to know pupils and their families well. Staff have regular training on a wide range of child protection issues.

Leaders ensure that, through the curriculum, pupils develop a secure understanding of how to keep themselves safe and healthy. Pupils understand how to protect themselves online. They know that they should not give out personal details or

share their passwords. Older pupils also understand about issues in the local area, such as gun crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently made changes to some subject curriculums. These refinements are at a relatively early stage. This means that leaders have not had the chance to find out what difference these improvements are making. Leaders should make sure that these changes to the curriculums are helping pupils to deepen their learning over time.
- Leaders are in the process of sharpening the way teachers use assessment strategies in some subjects. In these subjects, staff are not able to pinpoint pupils' understanding as precisely as in others. Leaders should develop assessment methods in these subjects so that teachers are able to identify and address pupils' misconceptions effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 104611 |
| Local authority | Liverpool |
| Inspection number | 10226198 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 215 |
| Appropriate authority | The governing body |
| Chair of governing body | Alan Smithies |
| Headteacher | Ann-Marie Moore |
| Website | www.broadgreenprimary.org.uk |
| Date of previous inspection | 6 June 2019, under section 8 of the Education Act 2005 |

Information about this school

- Leaders do not make use of any alternative provision.
- Leaders provide a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and they have taken this into account in their evaluation of the school.
- During the inspection, inspectors held meetings with senior leaders, middle leaders and class teachers.
- The lead inspector spoke with a representative of the local authority. She met with governors, including the chair of the governing body.

- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also spoke to several parents at the beginning of the school day.
- Inspectors considered the responses to Ofsted’s online surveys for staff and for pupils.
- Inspectors met with those responsible for safeguarding at the school. They scrutinised a range of documentation in relation to safeguarding. Inspectors spoke with staff, parents and pupils about safeguarding.
- Inspectors observed pupils’ behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders’ expectations of pupils’ conduct.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning, and reviewed samples of pupils’ work. Inspectors also listened to pupils reading and spoke to other subject leaders about their curriculums.

Inspection team

Louise McArdle, lead inspector

His Majesty’s Inspector

Becky Jewitt

His Majesty’s Inspector

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