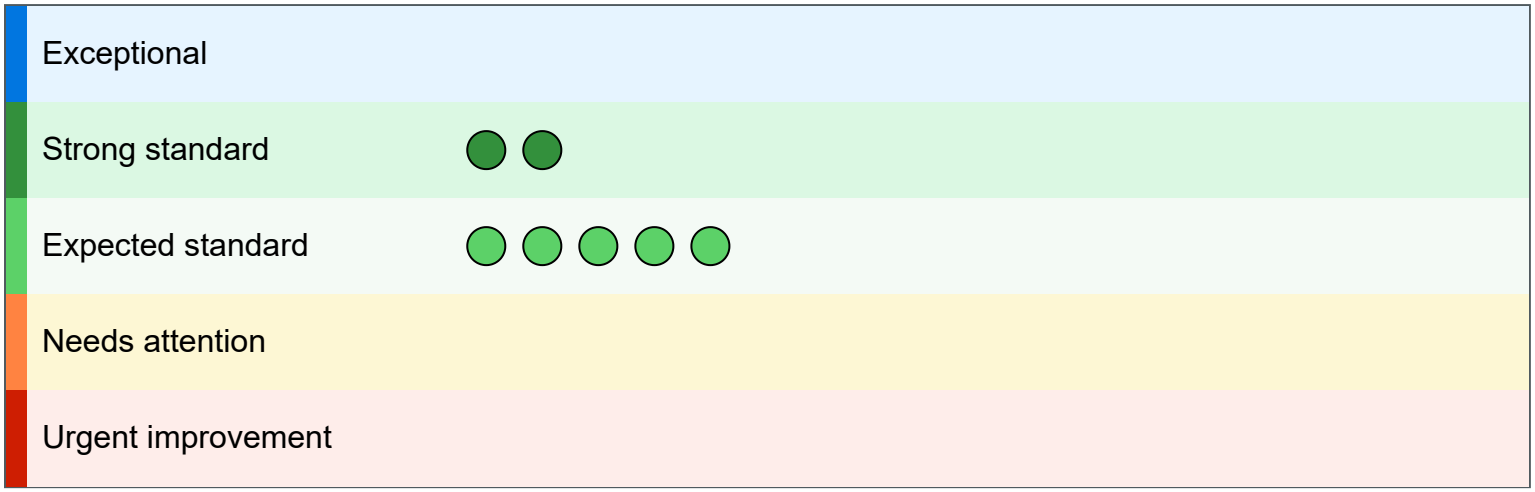
Broadgreen Primary

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

Unique reference number (URN): 104611

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders identify pupils' needs quickly and accurately. They make sure that pupils, including those with special educational needs and/or disabilities, receive the right support at the right time. Through their work with families, external professionals and clear transition arrangements, leaders and staff are highly successful in reducing pupils' barriers to learning and wellbeing. Leaders carefully monitor the impact of their work and take swift action when pupils' needs change. This means that pupils who may face difficulties are supported very well to thrive academically, socially and emotionally.

Staff value the training and ongoing development that they receive. They gain the expertise to adapt learning opportunities or put different approaches in place. For example, pupils who need help to settle in the morning receive support to regulate their emotions before they enter classrooms. As a result, the start of the school day is calm and pupils focus well on their learning.

There are many pupils in this school who face significant challenges in their lives. Leaders have created a safe haven for these pupils while maintaining high expectations of what pupils could and should achieve. They use additional funding, such as the pupil premium grant, to tailor their support and maximise opportunities for disadvantaged pupils. Pupils feel valued and empowered. They become confident and resilient youngsters with high aspirations for their future.

Personal development and wellbeing

Strong standard

Leaders have skilfully constructed a vast range of learning opportunities to promote pupils' personal development and wellbeing. They have set out a progressive programme that is carefully matched to pupils' needs and linked to the local area. Through the personal, social and health and economic education curriculum, assemblies and visitors to school, pupils gain deep and secure knowledge of how to stay safe and healthy. Pupils have high aspirations for what they can achieve in their future lives. Through real-life learning experiences, they are very well prepared for life in modern society.

Staff are well trained to deliver relationships and sex education and health education lessons. They teach pupils to develop the language and confidence to speak out when they do not feel safe. For instance, pupils are taught how to identify risks when using the internet and protect themselves when developing healthy relationships. Pupils build their sense of self-worth and value for others. They ask insightful questions when exploring fundamental British values. They demonstrate high levels of respect and tolerance. Leaders make sure that cultural experiences are built into the curriculum. Through high-quality texts and the key figures studied in the curriculum, pupils develop a mature and sensitive understanding of diversity.

Enrichment opportunities in sport, music and the arts broaden pupils' experiences and nurture their talents. They access clubs after school such as glockenspiel, football and cookery. Pupils speak enthusiastically about class trips linked to local history and geography. They understand how these experiences help them to know more about the

world around them and respect for their community. Through leadership roles, including school councillors and kindness crew members, pupils have the chance to drive positive change. The personal development programme is open to all. Leaders track participation carefully to reduce barriers for those pupils who may need support so that they have equal access to this rich offer.

Pastoral support is highly effective. Pupils know how to access support when needed. They build resilience and are supported to grow personally as well as socially and emotionally.

Expected standard

Achievement

Expected standard

Pupils, including those with special educational needs and/or disabilities (SEND), demonstrate a range of knowledge and skills across the curriculum. They are able to clearly show how much they know and remember from their prior learning. The quality of the work they produce is of a high standard. Pupils, including those with SEND, secure what they need to access future learning. They are well prepared for the next stage in education.

In national tests at the end of Year 6, pupils' attainment in reading, writing and mathematics has matched or exceeded the national average over time. This is also true for disadvantaged pupils. The proportion of pupils who meet the expected standard in the Year 1 phonics screening check is in line with the national average. However, this is not improving as well as other subject areas. Some pupils continue to struggle to read as they move into key stage 2.

Attendance and behaviour

Expected standard

Leaders have a clear approach to promoting regular attendance at school. Leaders identify the reasons for absence quickly and carefully. Through close relationships with families, they are able to provide the right support when it is most needed. This work is successful, with some marked improvements in attendance rates for different groups of pupils, especially those pupils with special educational needs and/or disabilities (SEND). As a result, pupils' attendance rates are in line with the national average and persistent absence rates are falling.

Pupils are very clear about what is expected of them in terms of their behaviour. They conduct themselves well in classrooms and around school. Staff recognise and reward positive behaviour consistently. They provide pupils, especially those with SEND, with opportunities to reflect on their behaviour when things do not go well. This helps pupils to take responsibility for their actions and resolve conflicts maturely with their friends. From the early years, children are taught the words to express how they feel. Older pupils are confident in expressing their opinions. They speak out about bullying and discriminatory language. They are passionate about fairness and kindness. Leaders have created a respectful and nurturing culture. They deal with any incidents of unkind behaviour, including bullying, swiftly and effectively.

Curriculum and teaching

Expected standard

Leaders have designed an interesting and language-rich curriculum. They have clearly set out what they want pupils to experience and how their knowledge will build during their time in school. Through recent improvements, leaders have demonstrated that they continue to develop the best ways for pupils to learn. These changes mean that teachers help pupils to remember more across different lessons and year groups.

Teachers typically deliver the curriculum with clarity and a secure knowledge of what they are teaching. They understand the importance of pupils mastering the essential skills for English and mathematics. Pupils are taught well to write legibly, spell accurately and use number securely. Teachers make sure pupils build their phonics knowledge to read words. Many pupils still need extra support to read with fluency. At times, this support is not effective enough to help them catch up.

Through careful checks on how well pupils learn, leaders and teachers can identify where pupils need extra support. They make well-considered adjustments to the classroom environment, making sure that pupils who find learning more difficult can be fully included in lessons, for example, through the use of quiet areas and small breakout rooms. Consequently, pupils with special educational needs and/or disabilities have the time and space to learn in a way that meets their needs.

Early years

Expected standard

The curriculum that leaders have put in place in the early years makes sure that children gain the knowledge and skills they need to become independent and curious learners. Staff prioritise the development of early language skills. They engage with children well during play to model new words and encourage two-way communication. Through immersive story time, children happily join in and use the vocabulary they have learned across the curriculum to show what they know. However, at times, the learning environment and opportunities for children to use and apply what they have been taught are not as carefully thought out. This sometimes hinders children from deepening their knowledge further.

Staff teach phonics well alongside a love of reading. Children use the sounds and stories that they know to read and write with confidence. They recognise number patterns and count with accuracy. This prepares them well for Year 1.

Leaders and staff work closely with families to get to know children’s interests and any barriers they may have as soon as they start school. This helps staff to put in place careful adjustments to meet individual needs. Children who face challenges receive additional help to settle quickly into school. Clear routines and warm relationships make sure that children are safe and happy and get off to a positive start.

Leadership and governance

Expected standard

Leaders are knowledgeable and experienced. They have a deep understanding of the school and the community that they serve. Through accurate development priorities, leaders demonstrate how they maintain high standards and continue to improve the school's

provision. They have created a school where everyone belongs and matters. This is due to their shared drive to make sure that all pupils are included and have the chance to be successful.

Governors make decisions in the best interests of all pupils but keep a sharp focus on those pupils who face barriers to learning or their wellbeing. Governors understand their statutory duties and generally fulfil them well. They make regular checks to find out what is working well in school. They use this information to hold leaders to account, particularly for financial decisions. They ask challenging questions to make sure pupils have access to the best quality care and education.

Staff are well trained and benefit from the wide range of professional partnerships that leaders have established. They are proud to work at the school. Leaders' focus on their wellbeing and consideration of workload is much appreciated by staff.

Leaders place importance on how well they engage with families and their local community. This includes how they work collaboratively with other local schools. Parents and carers are positive about the school's work. Many spoke of the specialist support that they have received for their children. Parents value the trusting relationships with leaders and staff. This creates a harmonious school community where all work together so pupils can thrive and achieve well.

What it's like to be a pupil at this school

Pupils are greeted each morning by attentive staff who know them well. They enter school happily and settle quickly to their learning. Pupils enjoy attending school and do so regularly. This is a school where everyone is welcome and supported well to thrive. Pupils with barriers to their learning and/or wellbeing are enabled to experience success. This includes pupils with education, health and care plans.

Pupils gain a deep sense of belonging. They are kind, respectful and readily accept others. Pupils behave well. From the early years, they are helped to manage their emotions by highly skilled, caring staff. As a result, they experience a warm environment where they feel safe and secure. Pupils accept that sometimes unkind behaviour can occur. They are clear that leaders listen to them and stop bullying from happening.

In classrooms, pupils play an active role in learning. They participate well, showing a genuine interest in their lessons. For those who find learning more difficult, they receive well-considered support that allows them to learn alongside their classmates. Pupils, including those with special educational needs and/or disabilities, have the knowledge and skills that they need for their next stage in education. Their attainment is typically in line with the national average and, in some subjects, above.

Pupils in this school are very well prepared for life in modern Britain. They know the risks in their local community and within society. They are taught effectively how to keep safe, including protecting their personal information online and crossing busy roads. Pupils discuss ways of managing their mental health with maturity. They know that there are always staff close by to listen and help with any worries that they may have. Older pupils

learn how to manage money, aspire for a range of careers and make positive choices. These life skills set them up well to be responsible citizens of the future.

Next steps

- Leaders should ensure that gaps in pupils' phonics knowledge are identified accurately and swiftly addressed so that pupils read with greater fluency.
- Leaders should ensure that the environment and provision in the early years enables children to use and apply what they have been taught to strengthen their understanding across different areas of learning.

About this inspection

The chair of the board of governors in this school is Alan Smithies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the headteacher, senior leaders and other members of staff.

The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with representatives of the local authority, including the virtual school headteacher.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Ann-Marie Moore

Lead inspector:
Emily Morris, His Majesty's Inspector

Team inspectors:
Liz Kelly, Ofsted Inspector
Jackie Stillings, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

246
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.86%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

8.54%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

24.80%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	52%	61%	Below
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (final)	84%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (final)	84%	74%	Above
2023/24 (final)	61%	73%	Below
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Close to average
2024/25 (final)	60%	47%	Above
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above
2024/25 (final)	87%	59%	Above
2023/24 (final)	73%	58%	Above
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (final)	80%	61%	Above
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	55%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-14 pp
2024/25 (final)	60%	69%	-9 pp
2023/24 (final)	53%	67%	-14 pp
2022/23 (final)	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-2 pp
2024/25 (final)	87%	78%	8 pp
2023/24 (final)	73%	78%	-4 pp
2022/23 (final)	64%	77%	-14 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	55%	79%	-25 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.8%	13.0%	Below
2023/24 (3 term)	14.8%	14.6%	Close to average
2022/23 (3 term)	17.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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