



# Broadgreen High School a Technology College

## Inspection Report

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**Unique Reference Number** 104696  
**Local Authority** Liverpool  
**Inspection number** 287009  
**Inspection dates** 13–14 September 2006  
**Reporting inspector** Ian Thompson

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Queens Drive
<b>School category</b>	Community		Liverpool
<b>Age range of pupils</b>	11–18		Merseyside L13 5UQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 2286800
<b>Number on roll (school)</b>	1259	<b>Fax number</b>	0151 2209256
<b>Number on roll (6th form)</b>	171	<b>Chair</b>	
<b>Appropriate authority</b>	The governing body	<b>Headteacher</b>	Mr I Andain
<b>Date of previous school inspection</b>	29 October 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	13–14 September 2006	287009

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## **Introduction**

The inspection was carried out by four Additional Inspectors.

## **Description of the school**

This larger than average school serves an area of considerable social and economic deprivation. The proportion of students entitled to free school meals is higher than average, as is the proportion that has learning difficulties or disabilities. Slightly more than 10% of students are from minority ethnic backgrounds, including a small number of asylum seekers and refugees; 74 of these students are at an early stage of learning English. In addition to being a specialist college for technology, the school has two special units on site - one for deaf students and one for students who have physical disabilities. Problems associated with rebuilding as part of a Private Finance Initiative have presented the school with significant specialist accommodation difficulties over recent years. The school is part of a national project to improve attendance.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. It has many good features. From a low starting point, the majority of students make satisfactory progress through the school. By the end of Year 9 and Year 11 standards are well below national averages, although GCSE results are slowly improving. Enthusiastic and energetic teaching promotes good learning through well planned lessons. Nevertheless, good progress in lessons is not fully reflected in students' long-term achievement. This is because there are several barriers that affect progress. The school's marking and assessment policies, whilst sound, are not applied consistently and good practice is not shared. Consequently, some opportunities are missed to support students' progress by telling them clearly how to improve. Attendance and punctuality remain issues that depress achievement. However, the school is involved in a national project for attendance and has attained and exceeded its agreed targets. An additional barrier to learning is that many students enter the school with low levels of literacy. This tends to slow progress and affects standards, particularly in Years 7 to 9. By Year 10, the school's efforts to improve literacy are paying off so students make better progress in Years 10 and 11. For a number of years the school has worked in difficult circumstances resulting from extensive building work. Now that building work is complete, the school has a platform on which to manage further improvement, supported by the high quality facilities established to support its specialist status.

The school's motto, 'Work, learn, care and excel together', drives an effective pastoral system. Students are well known to staff, their needs are understood and they are well supported. The two resourced units contribute much to the overall ethos of the school and help bind the community together. As a result, students show sensitivity to the needs of others. They have an increased awareness of disability, which enhances their moral and social development. The quality of care provided by the school is good, which supports students' good personal development and well-being. The care for students with learning difficulties and/or disabilities is outstanding because of the highly effective personalised programmes that ensure the very best resources and medical support. As a result, these students make good progress and many achieve well. The school's well deserved reputation for supporting and caring for its students, particularly the vulnerable, means that it attracts a higher proportion of those who have had difficulties in their education elsewhere. Although many do well, this also has an adverse effect on the school's performance and attendance figures because some of these students have to go into hospital for prolonged periods of treatment or need time out of school prior to settling back into school life.

The school's curriculum in Years 7 to 11 is broad, balanced and effective. It is enhanced by vocational courses and enriched by a wide range of extra-curricular activities that boost learning and contribute significantly to students' personal development.

The headteacher, governors and managers at all levels have led and managed the school's development and have coped well with the difficulties of the long-running building programme. As a result, the school has improved since the last inspection and is well placed for further improvement. The school is now a shining example of how

full access to everything that it offers can be provided for all, including those with learning difficulties, disabilities and those at an early stage of learning English. The school's evaluation of its work is accurate so priorities for improvement are well understood. Monitoring of classroom performance is thorough so strengths and weaknesses in teaching and learning are identified. There is not enough sharing of good practice to help raise achievement across the school and so iron out inconsistencies in the work of some subjects. The school provides satisfactory value for money and discharges its wider responsibilities as a technology college well.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The standard of students' work and their progress are both improving. This improvement is supported by better use of target setting and good systems for tracking progress. The school is part of an effective collaborative partnership with other local schools, which ensures a breadth of opportunities that enable many students to continue their education who otherwise might not do so. Low entry level requirements encourage students with a wide range of abilities into the sixth form. Those who follow the excellent International Baccalaureate courses are achieving well. However, a significant number of students completing vocational and other courses last year had little to show in terms of paper qualifications for their extra year at school. This is because the levels of courses available to them were not the most appropriate. Overall, standards are average and as a result of the satisfactory curriculum, achievement is satisfactory rather than good. The quality of teaching and learning is good and there is a robust system of lesson monitoring in place. Long-term achievement has been only satisfactory, despite good teaching, for the same reasons that have affected the main school. The proportion of students completing courses is improving and the number of students returning to the sixth form is growing. The new sixth form leadership team has a clear sense of purpose and is implementing strategies to ensure improvements in standards and progress.

## **What the school should do to improve further**

- Increase the proportion of students gaining average standards, particularly at the end of Year 9.
- Ensure that school policies relating to marking and assessment are applied consistently and good practice is shared.
- Ensure that all students in the sixth form are provided with appropriate courses matched to their needs.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Achievement as students move up through the school is satisfactory. Students enter Year 7 with standards well below average. There are few higher attainers. By the end

of Year 9, standards remain well below national averages but are broadly in line with similar schools. GCSE results have been slowly improving. Consequently, the gap between the school's results and national averages, although large, is closing. Technology status is helping to drive up standards through the provision of enhanced equipment and improved styles of teaching. This is to be seen particularly in better results in information and communication technology and other related areas. Students with learning difficulties and/or disabilities make good progress because of the high quality support they receive. Similarly, students at an early stage of learning English also make good progress.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

The school strives to ensure the inclusion of all students. The successful integration of students with various disabilities, including deafness, is an outstanding feature. Students from a widening range of ethnic backgrounds feel part of this harmonious school community. The school provides a safe and secure environment in which most students are happy and behave well. Students feel that bullying is effectively dealt with and they are appreciative of the help and support available. The school council is active in raising issues and makes a positive contribution to the school's website. Suitable sex education and guidance in keeping safe and well are provided.

The school effectively promotes healthy living through its catering, fitness activities and various special events. Students are encouraged to play a full part in the wider community and most participate enthusiastically in school life. Work experience and effective careers guidance ensure that students develop skills and understand the world of work. Pupils' understanding of spiritual, moral, social and cultural issues is good. Although attendance remains stubbornly below the national average new targets agreed with the Department for Education and Skills have been exceeded.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

A purposeful learning atmosphere is fostered effectively through the positive relationships that exist between students and their teachers. As a result, students learn well, are willing to undertake imaginative activities and are not afraid to take risks in their learning. A strong feature of students' learning is the collaboration between teachers and support assistants to ensure that students with special needs and disabilities are able to participate fully and make good progress. However, in some lessons learning relies too heavily on teacher direction and mundane tasks. As a result,

the natural curiosity of students is not exploited; they lose interest and on occasions become disruptive.

## **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 3**

The curriculum provides well for students' needs, including those students in the school's two special units. A strong feature of the curriculum is the work the school does to prepare students for their future economic well-being through an impressive work-related learning programme. The school has received a national award for its work in this area and one for the advanced study support it provides outside normal hours which contributes much to students' progress.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 3**

Procedures for child protection and risk assessment ensure that students are very well safeguarded. Students are well prepared for their transfer from primary school and this is outstanding for students who are in the resourced provision for deaf and physically disabled students. Excellent support from staff and external agencies enables vulnerable students and those with learning difficulties and/or disabilities to make good progress. Students receive good guidance in relation to their personal needs from a range of effective sources, with additional mentoring programmes for vulnerable students which help support their progress. The guidance that students receive at the end of Year 11, whilst satisfactory, is less successful, as a number of students in the sixth form do not achieve as well as they should because they are provided with courses at an inappropriate level.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The good quality leadership and management have not been fully reflected in the school's overall effectiveness. This is because of the difficulties it has faced since the last inspection which have affected achievement and standards. Nevertheless, the school's leadership and its staff have coped well with the problems they have faced. The senior management team shares the headteacher's vision for the school's development and ensures that it is communicated well to all staff. The result is an inclusive school that successfully promotes the personal development of all students and is well placed to improve. Senior staff provide a highly visible presence around the school that contributes much to its sense of purpose. They are aware that there

is a need to share the good work happening in many departments in order to improve marking and assessment even further.

Changes in curriculum arrangements and the provision of resources are evaluated carefully to ensure best value. This process is well supported by the well informed governing body. Governors hold the school to account for its performance well and play a full part in shaping its direction.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

As you know, a team of inspectors visited your school to check on how well it is doing. Thank you very much for the way you welcomed us into your school. We were impressed by the courtesy and help you gave us and enjoyed talking to you about your work and your life in the school. Your school provides you with a satisfactory standard of education. It is improving and has some outstanding features.

The best things about your school are:

- the school cares for you well so that you all get the help and support you need to benefit from the wide range of opportunities it offers; in return, you also show care for each other
- teaching is good and most of you make good progress in lessons - but progress over your years in the school is not as consistently good because of the high rate of absence of too many students
- teachers and support assistants work well together to help you make progress
- the school provides lots of interesting things for you to do and very good support for your work and study outside lessons.

We have asked Mr Andain and your teachers to improve some things to make your school an even better place to learn. These are:

- to help more of you reach higher standards, particularly at the end of Year 9
- to make sure that all teachers mark your work with helpful comments that let you know how well you are doing and what you need to do to get better
- to make sure that courses provided in the sixth form better match your needs.

Thank you for helping us with our work. We hope that you carry on enjoying being in the school and make good use of the new buildings and facilities. You can help make it an even better place to learn by making sure you attend regularly.