

Broadgreen Primary School

Inspection report

Unique Reference Number	104611
Local Authority	Liverpool
Inspection number	308632
Inspection date	28 September 2007
Reporting inspector	Paul Bamber

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	345
Appropriate authority	The governing body
Chair	Mrs V Shaw
Headteacher	Ms Carol Machell
Date of previous school inspection	9 February 2004
School address	Oakhill Road Old Swan Liverpool Merseyside L13 5UE
Telephone number	0151 2286692
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; personal development and well-being; teaching and learning; curriculum; care guidance and support; and leadership and management. Evidence was gathered from lesson observations, the scrutiny of pupils' work and of assessment data and other documents. In addition, discussions were held with pupils, parents, the chair of governors and key staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included where appropriate in this report.

Description of the school

This is a larger than average school. It is in an area that has twice as much social and economic disadvantage than normal. This is reflected in the much higher than average proportion of pupils entitled to a free school meal. There are broadly average percentages of pupils with learning difficulties and/or disabilities. Although there are lower than average proportions of pupils from minority ethnic backgrounds who speak English as an additional language, these proportions have increased since the last inspection. The school has gained the Healthy Schools Award, the Basic Skills Quality Mark and the Dyslexia Friendly Schools Award Level 1.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Some of its work is outstanding. The headteacher leads the school very well, demonstrating a keen determination to continually improve pupils' standards, achievement and the quality of their experiences. The newly formed senior leadership team and the governors are realistic about the school's effectiveness, albeit over modest about the outstanding quality of the care, support and guidance pupils receive and the richness of their curriculum. This, allied to the careful analysis of pupils' progress and the rigorous analysis of teaching and learning have resulted in good improvement since the school's last inspection. Since then standards have risen significantly in English in Key Stage 2 and improved well in mathematics and science. The enriched curriculum embraces national and international initiatives, for example, video conferencing with pupils in a school in the United States of America. Pupils are also much more aware of health and environmental issues and they have contributed in an excellent way to the school's achievement of a national award for encouraging a healthy lifestyle. Specialist teaching has enhanced well pupils' aesthetic and sporting achievements. The headteacher has a passion for developing the expertise of the staff. For example, the good value for money the school provides is exemplified by the gains for pupils that have accrued from staff attending appropriate training and gaining relevant qualifications. The school has a good capacity to improve even further.

The least progress has been made in raising achievement in Years 1 and 2 where pupils' progress has been satisfactory over the last four years. This has been mainly due to insufficient challenge for more able pupils and relative weaknesses in the teaching of writing. Although this remains an issue for the school, the 2007 teacher assessments in Year 2 provide evidence of improvement. The more able pupils were effectively challenged, which enabled a greater proportion to attain at a higher level than that nationally expected. However, pupils still enter and leave Key Stage 1 with broadly average standards. This means that these pupils do not achieve as well as those in the Foundation Stage or in Key Stage 2.

Some high quality, challenging teaching accelerates the progress of Key Stage 2 pupils who consequently achieve very well and reach above average standards. Pupils in Year 6, for example, responded very enthusiastically to a very imaginative way of teaching punctuation which included the use of information and communication technology (ICT) and physical activity. The good overall quality of teaching throughout the school is exemplified by warm relationships, many instances of the use of drama and the creative way in which pupils' literacy and mathematical skills are promoted in most subjects. The Basic Skills Quality Mark achieved by the school is testament to good development of pupils' competence in literacy, numeracy and ICT, especially in Key Stage 2. In less effective lessons, more often for the younger pupils, adults' questions are sometimes too closed, which restricts the development of pupils' speaking and writing skills.

The high quality care, support and guidance make a very significant contribution to pupils' well-being and to their good achievements. This is particularly true for pupils with learning difficulties and/or disabilities or behavioural difficulties, who speak English as an additional language or who are particularly vulnerable. The high quality support they receive from very well qualified staff is a potent factor in ensuring that they get the maximum benefit from school life. The outstanding curriculum and excellent care pupils receive are crucial factors in promoting their most effective personal development and welfare. Pupils behave well because they enjoy lessons and appreciate the out-of-class activities on offer. 'I just love everything about this

school' was a typical comment from pupils. The work of the attendance and welfare officer has been crucial in raising pupils' attendance significantly since the last inspection.

Pupils feel safe because they are well nurtured and there are effective systems to protect and safeguard them. They develop a keen awareness of citizenship and what it means to live in a democracy as a result of a well thought out personal, social and health education programme and the effective teaching of basic skills. Pupils grasp opportunities to take responsibility, contributing well to school decision-making, to enhancing the environment and to befriending shy pupils or those new to the school. A typical comment from parents of pupils from a minority ethnic background who have joined the school recently with little knowledge of English is, 'We are so happy about the way our children have been welcomed by the teachers and pupils and how well they are getting on with their English.'

Effectiveness of the Foundation Stage

Grade: 2

Children mostly enter the Nursery with skills below those expected for their age. They are well taught and supported and have a rich curriculum. This ensures that they make good progress in the Foundation Stage and reach standards that are broadly average. There are strengths in their calculation skills and in speaking and relative weaknesses in writing. This is reflected in their lower achievements in this subject in Key Stage 1. Nursery and Reception staff work effectively together with a common purpose because they are well led and managed.

Arrangements to make the children's first days in school as comfortable as possible are very good. Parents are reassured that their children settle in quickly to daily routines. The very good care and support children receive from all adults enhances their ability to cooperate, share and take turns and to begin to be independent. As a result, their personal and emotional development is very good and they enter Year 1 with skills and attitudes above those which are typical for their age. Similarly, because they have ample opportunities to exercise and to develop coordination skills, their physical development is also above average on entry to Year 1.

What the school should do to improve further

- Accelerate the progress of pupils in Years 1 and 2, especially in writing, so that they achieve as well as others in the rest of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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
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

Inspection of Broadgreen Primary School, Liverpool, L13 5UE.

Thank you all very much for welcoming me so warmly when I inspected your school recently. You were very keen to tell me what a good school it is and how much you appreciate the good teaching and exciting opportunities provided for you in and out of the classroom. I certainly agree with you that you do go to a good school. It has several excellent features. You are extremely well looked after and supported. This applies to all of you, but especially to those of you who find learning or behaving well more difficult than most or those of you who get a bit upset at times. You have done really well recently to improve your attendance. I know that many of you appreciate the work done by the members of staff who particularly look out for your good attendance and who support you if you are troubled.

There is no doubt that your headteacher and the governors are clear about the strengths of the school and what still needs to be done to make it even better. There is one particular area of the school's work that I have asked Mrs Machell and the governors to improve. Those of you in Years 1 and 2 are not making as fast progress as other children in the school, particularly in writing. You can help with this by always trying your very best to improve your writing skills.