

# Broadgreen International School, A Technology College

## Inspection report

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<b>Unique Reference Number</b>	104696
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	336349
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Stephen Wall

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 category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1205
Of which, number on roll in the sixth form	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Farrelly
<b>Headteacher</b>	Mr I Andain
<b>Date of previous school inspection</b>	13 September 2006
<b>School address</b>	Queens Drive Liverpool Merseyside L13 5UQ
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## Introduction

This inspection was carried out by five additional inspectors. During the inspection 31 lessons were observed in the main school and 12 in the sixth form, conducted by 43 teachers. Inspectors held meetings with staff, students and governors. They observed the school's work, looked at the tracking of students' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors analysed 146 questionnaire returns from parents and carers. They also took account of 99 questionnaires returned by staff and 684 from students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress and learning of different groups of students, especially boys and students of average and above average ability
- how well students achieve, especially the proportion of students attaining at least five higher grade GCSE passes overall and at least five higher grade passes including English and mathematics
- how effective teaching is in meeting the needs of differing groups of students
- how effectively the school tackles absenteeism, especially persistent absence.

## Information about the school

This is a larger than average urban school in which a very high proportion of students is known to be eligible for free school meals. The proportion of students from minority ethnic groups is broadly average, as is the proportion of students for whom English is an additional language. However, the range of mother tongues spoken by these students is very wide. Many of them have no English at all when they join the school and their number is increasing. Approximately one in three students has special educational needs and/or disabilities; this is well above the national average. The proportion of students with a statement of special educational needs is also high because the school is a resource-based centre for deaf and physically disabled students who come to the school from a wide area across Liverpool and beyond. The number of students who join the school at times other than the normal start of the school year is very high and growing. The majority of these students join the school from abroad or from other Liverpool secondary schools. Several new appointments to key positions such as the subject managers of English, mathematics and technology have been made in the last two years. The school has held specialist technology status since 2002. The school has gained the following awards: Inclusion Charter Mark; Healthy Schools Award; International Schools Award; Basic Skills Quality Mark; ICT Mark; Sportsmark; and Investors in People status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a satisfactory school. However, many aspects of its work are good and some are outstanding. Excellent care, guidance and support are the school's foundation stones. They ensure that students feel safe in school and develop well-honed personal skills to give them a good grounding for future success. The school's status as an international school and as a technology college is managed skilfully to broaden students' horizons and widen the range of courses and qualifications in the main school and the sixth form. Students are proud of their school. Their contribution to making such a diverse community into such a harmonious one is outstanding. Students show exceptional levels of respect and tolerance for others. They enjoy school. Most students attend regularly. However, there are some persistent absentees. The school is employing suitable strategies to improve the attendance of these students.

Achievement is satisfactory and improving strongly. Students with special educational needs and/or disabilities achieve well because of the excellent support they receive. Since the last inspection, significant turbulence in staffing and an unusually high influx of very challenging students into Key Stage 4 have slowed improvement. However, good leadership with outstanding support from governors has restored equilibrium. Astute appointments to key positions have been made; weaker teaching has been tackled; tracking of students' progress is being refined; early GCSE entry in key subjects has been introduced; and resources have been targeted more sharply to support learning. These measures are starting to bite. Consequently, attainment is rising significantly and the trend is set to continue. In the sixth form, however, achievement is not improving as rapidly because analysis of students' progress is not sufficiently sophisticated to raise attainment more rapidly.

Although much teaching is good or better, overall it is satisfactory because its quality and impact on learning are inconsistent. Where teaching is good or better, students make at least good progress. Where it is satisfactory students' progress is slower because the level of challenge is sometimes not high enough, especially for students with weak literacy and speaking skills, and students are not engaged actively enough in their own learning. Good management of specialist technology status ensures the curriculum has developed strongly to match students' needs and aspirations.

Leaders and managers evaluate the school's effectiveness accurately. The outcomes are being used effectively to raise achievement. This and the fact that the students' personal development and the care, guidance and support provided have improved even further since the last inspection demonstrate the school's good capacity for sustained improvement.

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**What does the school need to do to improve further?**

- Make the impact of teaching on students' learning, progress and achievement consistently effective, by:
  - ensuring that all teaching is challenging enough and takes sufficient account of students' whose literacy and speaking skills are weak
  - providing more opportunities for students to be more actively involved in their own learning.
- Improve attainment in the sixth form, by:
  - using all available means to analyse performance rigorously to identify priorities that will bring about more rapid improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In the majority of lessons students demonstrate positive attitudes to learning. They are keen to contribute. They share ideas well in pairs and groups. Sometimes, however, their attention wanders when they spend too long listening to their teachers. This acts as a brake on their learning and progress. Students with special educational needs and/or disabilities make good progress because of the highly skilled support they receive in lessons, especially from teaching assistants including 'signers' for deaf students. After a period of slow improvement, attainment is now rising sharply because leadership has taken rigorous action to bring about improvement. The results from early entry GCSE examinations in English and mathematics in Key Stage 4 are clear evidence of the strong improvement taking place. Attainment in science is rising significantly because new courses have been introduced that are better suited to students' needs, abilities and aspirations.

Students' behaviour in lessons and around the crowded campus is good. They are welcoming and respectful. They know the importance of healthy lifestyles. Large numbers participate in the wide range of sporting and cultural activities provided for them. Students value their lessons in personal, social and health education which enable them to appreciate fully the dangers of substance abuse to their personal safety and health. Students enjoy taking on responsibilities. The student council is very active and responsive to students' suggestions. It was instrumental in promoting healthy eating, for example, through the introduction of the new 'bistro'. Students' spiritual, moral, social and cultural development is outstanding. They show a firm grasp of right and wrong. They show outstanding levels of respect for others less fortunate than themselves and for those who are different. Preparation for students' future economic well-being is good because attainment is rising, attendance is improving and they develop very good personal qualities which will serve them well when they leave school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Much teaching is good or better, none is inadequate. Overall, however, teaching is satisfactory because there are inconsistencies in how effective it is in supporting students' learning and progress. Good teaching is characterised by good pace, appropriate challenge and a good variety of stimulating activities to keep students motivated and on task. Where teaching is less effective, however, students spend too long listening, often beyond their concentration span. This acts as a brake on effective learning and developing students' skills as independent learners. Pace is sometimes too slow and activities are not finely tuned to students' abilities. Questioning does not consistently take enough account of students whose literacy and oral skills are weak. Consequently, some students struggle to understand and to make better than satisfactory progress. Lesson planning is detailed but is not consistently translated into effective practice. Teachers mark students' work regularly. Comments are usually helpful in telling students what they need to do to improve.

The curriculum is good. In Key Stage 3, 'opening minds' courses are especially effective in laying good foundations for later learning, especially for the large number of students

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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with special educational needs and/or disabilities. The Key Stage 4 curriculum has been expanded to offer a good range of courses and qualifications appropriate to the needs and aspirations of different groups of learners. Students are universally supportive of sitting GCSE examinations early. They say it motivates them and helps them understand better what they need to do to succeed. They are enthusiastic about learning modern foreign languages which all students do until the end of Year 11. Transition arrangements from primary school are highly effective in enabling students to settle seamlessly into their new school. Older students sing the praises of the advice and support they receive for post-16 opportunities. The school's work with outside agencies is exemplary in supporting vulnerable students and those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior and middle leaders have tackled staffing difficulties rigorously to set the school back firmly on its road to improvement. Governors have delivered outstanding levels of support and challenge to help leadership bring this about. Strong teamwork across the school in pursuit of improvement is proof that the vision for improvement is firmly embedded. Leaders and managers at all levels analyse the school's effectiveness accurately, use the outcomes to set priorities and make clear to everyone what is expected. As a result, attainment and achievement are improving strongly. Value for money is satisfactory. Resources are targeted increasingly effectively to bring about necessary improvement.

The school promotes equality of opportunity well. Inequalities in achievement have been tackled rigorously. For example, more effective use of assessment and curriculum development are enabling boys' achievement to rise significantly. The policy of early entry for GCSE is also motivating higher attaining students to realise their potential more fully. Students with special educational needs and/or disabilities continue to make good progress because of the very strong support they continue to receive.

Procedures for safeguarding are exemplary. Staff training in safeguarding is regular and of very high quality. Governors take their responsibilities exceptionally seriously. The school is meticulous in reviewing and refining its procedures for safeguarding. Attention to producing meaningful policies for safeguarding and assessing risk is meticulous.

The school's promotion of community cohesion is outstanding. The school community is

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exceptionally harmonious despite the diversity of its intake. Students are very active in the local community. The school's status as an international school broadens students' understanding of foreign cultures and their respect for diversity. The school analyses its impact on promoting community cohesion effectively and uses the outcomes to identify where it could do even better.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The sixth form is satisfactory. Students generally make progress and attain in line with their starting points, although there are significant differences between subjects. Attendance in the sixth form is satisfactory. Students are actively involved in community activities and enjoy helping younger students with their studies. The annual trip to India for some students in the sixth form to support charity work is a strong feature of students' commitment to the wider community. While some teaching in the sixth form is good or better, a significant amount is satisfactory. Overall, teaching does not routinely rely closely enough on accurate analysis of students' potential or outcomes to challenge them enough to achieve demanding targets. The curriculum is good. The school works effectively with other sixth form providers to extend its range of courses and qualification to match students' needs and aspirations. The established Diploma Programme of the International Baccalaureate and innovative law courses, such as those to prepare students as legal executives have broadened provision, much to students' appreciation. Care, guidance and support are good. Induction into the sixth form enables students to settle quickly. Guidance in options for careers and study after the sixth form is strong. Leadership and management of the sixth form are satisfactory



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overall. Leadership is improving its analysis of student outcomes but does not yet use the full range of tools available to identify accurately what needs to be done to bring about more rapid improvement to students' achievement.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Most questionnaire returned by parents and carers were supportive of all aspects of the school. A high proportion of parents and carers agreed strongly with the statements on the questionnaire. A few parents and carers felt that they were not well informed about their child's progress at school. Inspectors looked carefully at this aspect and found that the school has taken effective steps, as part of improving the overall effectiveness of its assessment procedures, to keep students and parents and carers informed about targets and progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadgreen International School, A Technology College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 146 completed questionnaires by the end of the on-site inspection. In total, there are 1205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	36	87	60	6	4	0	0
The school keeps my child safe	68	47	75	51	3	2	0	0
The school informs me about my child's progress	54	37	75	51	13	9	2	1
My child is making enough progress at this school	58	40	80	55	4	3	0	0
The teaching is good at this school	62	42	77	53	4	3	0	0
The school helps me to support my child's learning	54	37	75	51	9	6	1	1
The school helps my child to have a healthy lifestyle	45	31	90	62	9	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	39	81	55	5	3	0	0
The school meets my child's particular needs	60	41	81	55	4	3	0	0
The school deals effectively with unacceptable behaviour	65	45	65	45	11	8	0	0
The school takes account of my suggestions and concerns	44	30	87	60	10	7	1	1
The school is led and managed effectively	62	42	79	54	4	3	0	0
Overall, I am happy with my child's experience at this school	69	47	72	49	4	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Students

Inspection of Broadgreen International School, A Technology College, Liverpool, L13 5UQ

Thank you for making me and my colleagues welcome during the recent inspection of your school.

Your school is providing you with a satisfactory quality of education. However, it is improving rapidly because you are all now making better progress than previously. GCSE results are rising significantly because effective steps are being taken to help you make better progress. In the sixth form, however, attainment is not rising as quickly. Those of you with special educational needs and/or disabilities are making good progress because of the outstanding care, guidance and support your school provides for you. It was pleasing to see how well you all get on together and how you make your school a happy community in which to work and socialise. Your school does everything it can to make sure you are safe in school. Through its work as a Technology College and International School it helps you have an excellent understanding and appreciation of diverse cultures both at home and abroad.

In order to make your school more successful we are asking it to do a few things:

Make the quality of teaching more consistent so that you achieve better, by:

- ensuring that all teaching is challenging enough and takes sufficient account of your literacy and speaking skills
- providing more opportunities for you to be more actively involved in your own learning.

Improve attainment in the sixth form, by:

- using all available means to analyse performance rigorously to identify priorities that will bring about more rapid improvement.

I am confident that you will continue to work hard to make sure that your school continues to improve in future.

I wish the very best for the future.

Yours sincerely,

Mr Stephen Wall,

Lead inspector

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