

Broad Square Community Primary School

Broad Square, Liverpool, Merseyside, L11 1BS

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. From starting points which are well below those typical for their age, pupils make good progress across the school.
- Teaching is good and some is outstanding. The proportion of outstanding teaching has increased over the last two years.
- Teachers plan lessons which give pupils a good range of opportunities to work together and learn from one another. Pupils are keen to learn and show enthusiasm for their work.
- Behaviour is good and pupils are polite and considerate of one another. They feel safe in school and have a good understanding of the different dangers which may face them.
- Attendance has improved as a result of specific and focused actions, supported through the pupil premium funding.
- The headteacher provides strong leadership for the staff and is supported well by all staff and governors in achieving the best for all pupils.
- Governors are well informed and have an accurate view of the school's performance. They are committed to ensuring that the school continues to improve.

It is not yet an outstanding school because

- Not enough teaching is outstanding and a small proportion requires improvement.
- Teachers' marking of pupils' work does not always give clear enough guidance on how they can improve their work. In addition, pupils are not given enough time to respond to any comments made.
- The activities planned in some lessons do not always have a close match to pupils' ability and ensure they all make the progress of which they are capable.
- In mathematics, pupils do not have enough opportunities to use their mathematical skills to solve real-life problems.
- Middle leaders do not identify closely enough the information they need to collect on pupils' progress to identify precisely what needs to improve.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, two of which were observed jointly with the headteacher.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- The inspectors spoke to a group of parents and took account of the 30 responses to the Ofsted online questionnaire (Parent View). They also took account of the 18 staff questionnaires.

Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
John Shutt	Additional Inspector
Ian Wellens	Additional Inspector

Full report

Information about this school

- Broad Square Primary is larger than the average-sized primary school. The majority of pupils are of White British heritage and a small proportion is from minority ethnic backgrounds. A small proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs a breakfast club for pupils, which was visited as part of the inspection.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is all consistently good and more is outstanding in order to raise pupils' achievement further by:
 - ensuring that marking provides pupils with clear guidance on how to improve their work and that they have time to respond to this advice
 - ensuring that pupils are set work that is not too easy or too hard so that they can make as much progress as possible
 - in mathematics, ensuring that pupils have opportunities to apply a range of mathematical skills in real-life contexts to develop a greater understanding of how they are used in everyday life.
- Strengthen leadership and management by developing the role of middle leaders in identifying the specific information they need to collect when checking on pupils' progress and the quality of teaching in order to identify precisely what needs to improve.

Inspection judgements

The achievement of pupils

is good

- Children start the Nursery class with skills that are well below those expected for their age, particularly in communication and language, mathematical development, and personal and social development. Across the Nursery and Reception classes, children make good progress because they settle quickly in to the well-organised routines. However, a significant proportion of children enter Year 1 with standards that are still below those expected for their age.
- Pupils continue to make good progress across both Key Stages 1 and 2. Attainment at Key Stage 1 has improved year on year and an increasing proportion of pupils are reaching average and above standards, although this remains below the national. From pupils' very low starting points, this represents good progress.
- Pupils enjoy reading and have opportunities to read for different purposes. The proportion reaching the expected standard in the Year 1 check on phonics (letters and the sounds they make), although below the national average in 2013, showed a marked improvement on the previous year. This is because the school has made changes in the way in which phonics is taught so that it is more regular and methodical. Younger pupils are using their knowledge of different sounds to break down words successfully.
- Year 6 pupils in 2013 did not do well in the assessment of spelling, punctuation and grammar. The school has begun to address this and there is a greater focus on the teaching of these skills in lessons, particularly in the older year groups. In one mixed class of Years 5 and 6, pupils had to identify and write examples of different types of sentences related to Alice in Wonderland, paying careful attention to their punctuation, sentence structure and spelling.
- By the end of Key Stage 2, almost all the pupils make the progress expected of them in reading and writing and the majority do so in mathematics. The proportion of pupils that make better progress than expected is similar to national figures and is above this in reading.
- Overall, the most able pupils make good progress in reading, writing and mathematics. However, because of the low starting points of many pupils, the proportion that reaches the higher levels in reading, writing and mathematics in both Key Stage 1 and Key Stage 2 is below average.
- Pupils who are known to be eligible for pupil premium funding make progress which is similar to that of their peers in the school in reading, writing and mathematics. Attainment for this group of pupils, who are known to be eligible for free school meals, is generally two terms behind that of their classmates in mathematics and writing and one term behind in reading. Additional well-focused support for these pupils from additional teaching and support staff is ensuring that the gaps between the attainment of pupils who are eligible and their classmates is closing, particularly in writing. This demonstrates the school's commitment to ensuring every pupil has an equal opportunity.
- Disabled pupils, those with special educational needs and the small number who speak English as an additional language benefit from support from additional teachers and support assistants. This ensures that these pupils make good and sometimes outstanding progress from their individual starting points.

The quality of teaching

is good

- The quality of teaching is good and some is outstanding. The proportion of outstanding teaching has increased over the last two years but a small proportion still requires improvement.
- In the Early Years Foundation Stage, teaching is consistently good and sometimes outstanding. Teachers have high expectations of the children. Good links made between the learning children receive from sessions taken by the teacher and activities they can choose for themselves means that they practise their skills in many different scenarios, ensuring they make good progress.
- In a Nursery class lesson, children were actively identifying different shapes, with the teacher asking questions to identify their understanding and moving their learning on swiftly. The activity

was then extended so that children, both on their own and with support, had to identify different shapes within patterns on everyday items.

- Teachers plan lessons which interest pupils and enable them to be actively involved in their learning. In many lessons seen, pupils had opportunities to work in groups and to learn from one another. They enjoy the challenges set and respond very positively to these, on more than one occasion letting out cheers when they had got something right.
- In a Year 6 lesson, for example, pupils were excitedly talking about their writing relating to being in an air raid, their enthusiasm about how the writing should progress being palpable. Progress was rapid and sustained, with the teacher reminding pupils of the expectations of writing content when necessary.
- In mathematics, teaching is good overall. Pupils are taught basic calculation skills effectively. In a Year 3 lesson, pupils were deciding from a number of different clues how to solve a word problem, using their knowledge of number facts to successfully support them with this. Although the school has introduced more opportunities for pupils to solve problems in mathematics lessons, these are mainly word problems. Teachers do not always provide enough opportunities for pupils to apply their skills to solving real-life problems so that they understand how mathematics is used in everyday life.
- Where progress in lessons is not as good as it could be, activities are not always suitable for the needs of the pupils. On occasion, too many pupils are expected to do the same work which is too easy for some pupils and too hard for others so that it slows their progress.
- Work is marked regularly and, in the best examples, pupils are given clear guidance on how to improve their work, particularly in writing. However, this is not consistent across all classes and subjects. Where pupils are given guidance, they are not always given time to reflect on this so that they could make improvements to their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Throughout the inspection, pupils' behaviour both in lessons and on the playground was consistently good. The strong and positive relationships between pupils and with all adults are a strong feature throughout the school.
- Pupils are well supervised at both lunchtime and playtime and when moving through school so that there is a calm atmosphere. Midday supervisory assistants spoke very positively about pupils' behaviour and actively engage them in play activities during lunchtime, such as playing cricket. Peer advocates from Year 5 and 6, who support the younger pupils at lunchtime, are highly regarded by the younger pupils.
- The consistency of approach is evident in the breakfast club, where pupils' behaviour is good and pupils have good opportunities to mix with one another, both when eating breakfast and playing games. The involvement of both the caretaker and administrative staff in both the breakfast club and at lunchtimes is indicative of the way in which all staff work together.
- The use of pupil premium funding to employ an attendance officer is making a significant improvement to attendance of all pupils, including those who are eligible for the funding. Attendance is now average and the proportion of pupils who are frequently absent has declined significantly.
- Pupils are given a good range of opportunities to work together and share their ideas with others. Observations show that pupils enjoy these opportunities and share equipment, take turns and listen to each other's opinions with high levels of consideration and attentiveness. They are polite to one another and other adults. Pupils are keen to share their work, showing pride in their achievements. This shows that the development of pupils' spiritual, moral, social and cultural development is good.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe and the school has a planned programme of safety sessions. These include talks from the police and fire brigade on how to keep safe on the internet, bullying and fire safety. Older pupils learn about the dangers of drugs and the Chair of the Governing Body

leads assemblies on e-safety.

- Pupils say that bullying is rare and that any incidents are followed up. The school's records confirm this. Parents are highly positive about the school and the support they receive with comments such as, 'it's like my second family' and 'I wouldn't change a thing'. Of those who responded to the online questionnaire, Parent View, all said their child was happy, felt safe and was looked after well.

The leadership and management are good

- The headteacher has an accurate view of the school's strengths and areas for development. She is passionate in ensuring that each pupil achieves their potential and is quietly resolute in her drive for further improvement. She is well supported by staff who share this vision and provide a warm and welcoming place where pupils can thrive.
- The tracking and recording of information on pupils' progress is detailed. The information on different groups of pupils, which the headteacher collates, is comprehensive but easy to understand for all staff and governors. Regular meetings ensure that any pupils who are in danger of falling behind are quickly identified.
- Although middle leaders are involved in checking regularly on pupils' progress and the quality of teaching, they do not yet plan specifically enough the information they need to collect in order to identify precisely what needs to improve in their different areas of responsibility.
- Performance management procedures are thorough and rigorous, with the checks on the quality of teaching linked to the targets set for teachers. Progression on the pay scale is closely linked to these. Partnerships with local schools provide opportunities for staff professional development to develop their teaching. Teachers share the training they have received with each other. Teachers spoke positively about how they had used what they had learnt to improve their practice.
- The curriculum is good and pupils are given a wide range of enrichment opportunities through visits and visitors. Each year the school holds a career convention for older pupils where they can find out about careers from local businesses. This is related to the other work they undertake on developing their enterprise skills and prepares them well for their future.
- The primary school sports funding has been used to buy the services of the Liverpool Schools Sports Partnership which provides the school with specialist training for the teachers. It also provides a specialist coach who takes sports lessons in conjunction with the teachers and also runs after-school clubs. This is developing teachers' skills in delivering lessons as well as increasing pupils' participation in different sports, including opportunities for competitive sports.
- The local authority provides light touch support for this good school. The local authority representative meets with the headteacher regularly and has provided training for the governors.
- **The governance of the school:**
 - The governing body has an accurate understanding of the school's strengths and areas for development because it has regular and comprehensive information on how well pupils are doing and on the quality of teaching. They ensure that staff, including the headteacher, meet their targets before considering any recommendations for any pay awards. Governors are diligent in assessing how effective the use of funding, including the pupil premium funding, has been, with the positive improvement in attendance and the delivery of focused support programmes. Governors are well trained and, although many are new to their role, they have identified future training courses to develop their skills further. Governors fully meet their statutory duties, including that of safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133335
Local authority	Liverpool
Inspection number	439612
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Gillian Bell
Headteacher	Elaine Spencer
Date of previous school inspection	3 March 2009
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