

# Inspection of Dixons Broadgreen Academy

Queens Drive, Liverpool, Merseyside L13 5UQ

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rachael Fidler. This school is part of Dixons Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Luke Sparkes, and overseen by a board of trustees, chaired by Michael Blackburn.

## **What is it like to attend this school?**

This school has transformed for the better since it joined the trust. Leaders have worked tirelessly to improve the quality of education that the school provides. Pupils recognise this. They appreciate how well staff have explained the changes that have occurred. For example, pupils understand that having the right equipment in lessons reduces lost learning time. Most pupils are proud of the school and are happy to be there.

Pupils learn how to exemplify the school's values of 'work hard, have integrity and be fair'. They follow well-established routines which ensure that the atmosphere in the school is calm and orderly. Learning proceeds with little disruption.

Pupils are listened to. For instance, the student council played a key role in refining the school's behaviour systems. This helps pupils to feel valued. In return, they embrace opportunities to contribute to the school community. For instance, pupils in the 'eco club' pick up litter in the school grounds and students in the sixth form support younger pupils with reading.

The trust and the school have high expectations of pupils' achievement. The curriculum has been strengthened so that pupils learn increasingly well. However, inconsistencies in the delivery of the curriculum, coupled with the lingering impact of pupils' low attendance, mean that some pupils do not achieve as highly as they should.

## **What does the school do well and what does it need to do better?**

The school and the trust are unwavering in their dedication to addressing social disadvantage through education. They have taken decisive action towards achieving this ambition. The trust has ensured that leaders at all levels have the expertise to fulfil their roles effectively. The work that has been done thus far has made a positive difference. For example, the school has established a rigorous process for identifying the needs of pupils with special educational needs and/or disabilities (SEND). However, some actions to improve the quality of education that the school provides are ongoing.

Subject curriculums are ambitious and well organised. Teachers have clarity about what pupils should learn and when new content should be introduced. This helps pupils to make smoother progress through the curriculum than previously.

Teachers are knowledgeable about their subjects. They typically explain new concepts clearly. However, there is inconsistency in how effectively teachers deliver the curriculum. Some learning activities do not take sufficient account of pupils' starting points. During lessons, there is variability in how well teachers respond to pupils' needs. This hinders how well some pupils, including some pupils with SEND, access their learning.

The school has ensured that teachers have appropriate strategies to check what pupils know and remember. However, these are not used consistently well to identify and rectify gaps in pupils' knowledge. In some subjects, pupils do not build on, and remember, their learning as well as they should.

Many students in the sixth form access their learning at another provision, which allows them to work towards specialist qualifications that are suitable for their needs and interests. Students, including those who are based in the school, make good progress from their starting points. The smaller class sizes make it easier for teachers to pinpoint and address any misconceptions that students may have.

The school recognises that reading is a barrier to learning for many pupils. It provides an effective programme of support, including for those pupils who struggle the most with reading. The school encourages pupils to engage with a wide range of texts. For instance, staff and pupil 'poets laureate' help other pupils to discover the joy of poetry.

The school provides a comprehensive programme of personal development. Pupils spoke enthusiastically about the ways in which they learn to value and celebrate differences. Students in the sixth form benefit from the 'Inspire' programme. They enjoy lectures from a wide array of guest speakers. These wider experiences complement the information and guidance that pupils receive to inform their next steps in education or employment. Together, these prepare pupils well for their lives beyond school.

Pupils' behaviour has improved considerably. Although most parents and carers support the changes that the school has made, some expressed doubt about its approach to managing unacceptable conduct. However, most pupils behave well. The school's work to support some pupils who struggle to regulate their own behaviour is taking effect. These pupils are gradually re-engaging with their education.

The actions that the school has taken to improve pupils' attendance are proving successful. A wealth of support is in place to help pupils, including the most vulnerable, to attend school more regularly. Nonetheless, the school recognises that improving pupils' attendance remains a key priority.

Staff appreciate the school's actions to reduce their workload, including changes to the school's approach to marking. Many feel reinvigorated by the support and guidance from the trust and school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Some staff do not design learning activities that take sufficient account of pupils' needs and starting points. This hampers some pupils, including some pupils with SEND, from learning the curriculum as successfully as they should. The school should ensure that

staff receive appropriate guidance to enable them to support pupils to access and embed learning successfully.

- Some staff do not use the school's assessment strategies effectively to identify and rectify any gaps and misconceptions in pupils' knowledge. As a result, some pupils move on to new learning before they are ready. The school should support teachers to address these gaps in knowledge promptly so that pupils embed their knowledge securely over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148792
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10337721
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,241
<b>Of which, number on roll in the sixth form</b>	262
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Blackburn
<b>CEO of the trust</b>	Luke Sparkes
<b>Headteacher</b>	Rachael Fidler
<b>Website</b>	<a href="http://www.dixonsba.com">www.dixonsba.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Dixons Broadgreen Academy converted to become an academy school in December 2021. When its predecessor school, Broadgreen International School, a Technology College, was last inspected by Ofsted, it was judged to be inadequate overall.
- This school is part of Dixons Academies Trust.
- Since the school joined the trust, a large number of new staff have been appointed, including senior and middle leaders, and the headteacher.
- Many students in the sixth form access their learning at three external provisions which offer specialist qualifications.
- The school uses five registered alternative providers and one unregistered alternative provider for a small number of pupils.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: mathematics, science, geography, modern foreign languages, art and design, and religious education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the headteacher, other leaders and staff.
- Inspectors spoke with representatives of the trust, including the CEO and the chair of trustees.
- Inspectors spoke with pupils about their experiences of school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors considered the responses shared through Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's surveys for staff and for pupils.
- The inspectors reviewed a wide range of evidence, including the school's policies, self-evaluation document and records relating to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## Inspection team

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