

The
Birkenhead Park
School



OUR LATEST OFSTED REPORT

“The school is on a rapid journey of improvement.”



“
The school
is on a **rapid
journey** of
improvement.”

Ofsted

Our overall grade had to remain a 3. This was explained to us as not being a description of what the school is now but a reflection of historic performances. The inspectors' hands were unfortunately tied by the requirement that they give weight to historic performance. We feel this is a little unkind but it is what it is.

However, they were immensely impressed by the present and shared our confidence regarding the future. But, please do not just take my word on this; read the inspectors' report and read our commentary and elaborations.

I am proud of where we now are. Immense work, put in day-in-day-out, has been required to make the improvements we have seen. We are still on our journey and we are committed to maintaining our energies so that we can continue to bring you and your child the high quality education you and they deserve.

It will not be plain sailing: choppy waters will inevitably lie ahead, but we will not be blown off course or deviate from doing what is right for the vast majority, even when that requires that we negotiate difficult situations or have to stand firm in the face of challenge.

The whole team at the school are completely invested in what we do and the community we serve.

We value your support, which has been exceptional, and look forward to our future together.



Mike Kilbride

Executive Head of The Birkenhead Park School
CEO, BePART Educational Trust



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



..... • “The school is on a **rapid journey** of improvement.”

What is it like to attend this school?

OFSTED

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Pupils are growing ever more proud to attend Birkenhead Park School. There has been a turnaround in culture brought about by the new behaviour policy.

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We are pleased that Ofsted has recognised this positive change. The Behaviour Policy directly outlines the expectations that we have of our students, and what they should expect of themselves. The school is a thoughtful place to be.

OFSTED

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Pupils have responded positively to the school's higher expectations. They behave well and are developing strong learning habits.

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We do have high expectations of students, but we also have structures in place to teach them how to learn and how to learn well. Simple, everyday expectations are the norm, such as attendance and punctuality, correct uniform and equipment. These all influence a positive school culture.

What is it like to attend this school?



Students taking part in our extracurricular programmes.

OFSTED

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**Most pupils are happy and enjoy being in school.
The school is tenacious in its approach to
improving pupils' attendance.**

”

If students enjoy their time at school, it influences better learning. We work tirelessly to make their time at school enjoyable, but a rigorous approach to structure and rules influences routine and behaviour. Having clearly defined expectations removes any barriers to enjoying school life.

OFSTED

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The school offers plenty of clubs to develop their interests.

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Academic education is the main focus of every student's time at school, but our goal is for students to leave us as well-rounded individuals, equipped for every step in life in the future. Taking part in sports, clubs and other activities broadens their horizons and enhances physical and mental capabilities, but also influences drive and focus for academic success.

OFSTED

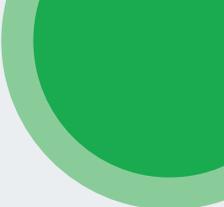
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Pupils learn about tolerance and acceptance. They show respect for each other regardless of background or belief.

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Our community is diverse and multicultural, and our students are thoughtful in nature. Every background is welcomed at the school; students know this and everyone is treated equally.

••••• • “The school is on a **rapid journey** of improvement.”



What does the school **do well**?



What does the school do well?

OFSTED

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Since the trust's decisive action last year to change the leadership structure, the school is on a rapid journey of improvement.

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Every lesson, every breaktime and every extracurricular activity influences how students learn and what they experience at school. This all starts at the top – good and thoughtful leadership means that we treat every student as an individual and inspire them to be the best version of themselves.

OFSTED

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The school has designed a broad curriculum that meets the needs of its pupils, including those with SEND.

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Our new approach includes carefully looking at what subjects we provide for students to best suit their aspirations. Design Technology, Business Studies and Statistics GCSEs have been added to the range of courses in the past year, with more to follow to make up an envious range of courses on offer at high school.

..... • “The school is on a rapid journey of improvement.”

What does the school do well?

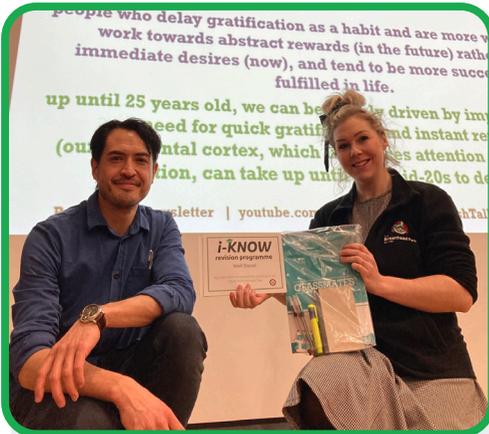
OFSTED

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Teachers regularly check pupils' understanding.

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Our teachers never just 'go through the motions', and are highly aware of each student's academic needs. Classroom systems such as the 'Do Now' lesson starter ensure that every student recaps information that has been previously taught. This means that the teacher can teach lessons with every student being at the same level of understanding.



The 'iKNOW' programme for Year 11 students.

What does the school do well?

OFSTED

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Raising attendance is the school's top priority. The school, supported by the trust, takes a measured and strategic approach to improving attendance rates.

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The school is unapologetic in requiring high attendance standards for our students. We know that missing a single lesson impacts on an entire range of outcomes: academically, socially, developmentally. Therefore we will never lower our standards or demands of students.



Attendance Award Assembly for Year 9 students, December 2023

What does the school do well?

OFSTED

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The school ensures that pupils have sufficient information to make choices about their next steps when they leave school.

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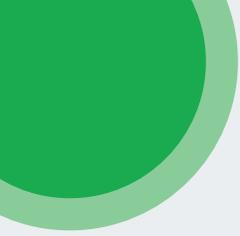
Our careers programme ensures that students are fully informed about sixth form, higher education, apprenticeships and employment before leaving us after Year 11. Careers fairs, university trips and assemblies during their time with us are all designed to allow students to aspire to great things after GCSEs.



Year 11 students taking part in Careers Fairs, trips to Edge Hill and Liverpool John Moores University and talks at Birkenhead Sixth Form College.



..... "The school is on a rapid journey of improvement."



And **finally...**

Our Ofsted Report

Inspection Dates:
14th & 15th November 2023

What is it like to attend this school?

Pupils are growing ever more proud to attend Birkenhead Park School. There has been a turnaround in culture brought about by the new behaviour policy. Pupils have responded positively to the school's higher expectations. They behave well and are developing strong learning habits.

The school has strong ambitions for the academic achievement of all pupils, including those with special educational needs and/or disabilities (SEND). It recognises that, for too long, pupils have not achieved well. The school has made positive changes to, for example, the curriculum. However, it is too soon to see the full impact that these have had on the quality of education that pupils receive.

Most pupils are happy and enjoy being in school. The school is tenacious in its approach to improving pupils' attendance. However, there are still pupils who are regularly absent from school. This hampers their achievement.

The school offers plenty of clubs for pupils to develop their interests. For example, pupils partake eagerly in clubs such as rugby, sewing and Spanish. There are opportunities for pupils to engage with visitors, such as local politicians. Pupils learn about tolerance and acceptance. They show respect for each other regardless of background or belief. Pupils who are new to the country are supported successfully to integrate well into school.

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

Previously, the trustees and governors were slow to take action to halt the decline in outcomes for pupils at this school. They did not hold the school sufficiently well to account. However, since the trust's decisive action last year to change the leadership structure, the school is on a rapid journey of improvement.

The school has designed a broad curriculum that meets the needs of its pupils, including those with SEND. The knowledge that pupils should learn has been carefully set out. The school supports teachers well to develop their subject knowledge. There is now a more consistent approach to delivering the curriculum. However, at times, some teachers do not choose the most appropriate activities to help pupils retain learning over time. This means that pupils do not achieve as well as they could.

Teachers regularly check pupils' understanding. Typically, they identify and remedy misconceptions. Nevertheless, in a small number of subjects, teachers do not always identify the gaps in learning that pupils have. As a result, some pupils struggle to develop a secure understanding across the curriculum. This is particularly true in key stage 4, where, due to historic weaknesses in the curriculum, pupils do not have a secure foundation on which to build new concepts.

Recently, the school has improved its processes for identifying the additional needs of pupils. It provides useful information for staff about these pupils' needs. Teachers use the information provided to successfully adapt the curriculum to support these pupils. Nevertheless, inconsistencies in the delivery of the curriculum have an impact on the abilities of pupils with SEND, preventing them from achieving well.

The school has precisely identified the classroom behaviour that it expects from pupils in accordance with 'the BPS way'. This has greatly improved the climate for learning. Pupils are respectful, follow the rules diligently and apply themselves in class. The school deals appropriately with a very small minority of pupils who choose not to comply with these high expectations. Pupils and staff alike commented on how much pupils' behaviour has improved.

Raising attendance is the school's top priority. The school, supported by the trust, takes a measured and strategic approach to improving attendance rates. Consequently, there have been some improvements in pupils' attendance. However, attendance rates still fall below the national average.

A culture of reading for pleasure is firmly embedded. Reading is carefully intertwined through the curriculum, as well as strategies to support pupils' reading. The school accurately identifies any deficits in reading that pupils may have. In key stage 3, effective support is put in place for these pupils to help them to make progress in reading. This enables them to access learning across the curriculum with more ease.

The school gives clear guidance to teachers on how to approach sensitive topics in the personal, social and health education curriculum. Pupils fully understand the difference between healthy and unhealthy relationships. The school ensures that pupils have sufficient information to make choices about their next steps when they leave this school. Pupils are beginning to take on roles of responsibility, such as being a subject ambassador, although these roles are in their infancy.

Staff see the momentum of change in the school and support it. The school considers staff's workload, especially around the feedback given to pupils. Staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in teachers' pedagogical choices. Consequently, some pupils do not build knowledge as they should. The school should ensure that teachers have the necessary knowledge and expertise to make the most appropriate pedagogical choices to deliver the curriculum well.

- In a small number of subjects, teachers do not implement the school's assessment methods effectively to identify and then remedy gaps in pupils' learning. As a result, some pupils have gaps in their knowledge that prevent them from being able to make links in their learning. The school should ensure that teachers use assessment methods effectively to identify and address gaps in knowledge.
- Some pupils do not attend school regularly, despite the school's strong strategies to improve attendance rates. As a result, these pupils have gaps in their learning. The school should continue to work closely with pupils and their families to rapidly improve pupils' attendance rates and to reduce persistent absenteeism.

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

Unique reference number	136411
Local authority	Wirral
Inspection number	10290166
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	757
Appropriate authority	Board of trustees
CEO of the trust	Mike Kilbride
Headteacher	Peter Mee
Website	www.birkenheadparkschool.com
Date of previous inspection	6 July 2022, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been significant changes to the leadership of this school. The CEO has taken on the role of executive headteacher. The head of school took up post in October 2022. There have also been changes to the local governing body.
- 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.
- The school makes use of one unregistered and five registered providers of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, other leaders and members of staff, trustees and members of the local governing body, including the chair. The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in mathematics, science, languages, history, English and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- 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.
- Inspectors spoke to groups of pupils from Years 7 to 11 about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour at breaktimes and lunchtimes.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's survey for staff. There were no responses to Ofsted's survey for pupils.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation document, school improvement plans, minutes of trustee and local governing body meetings and records of pupils' behaviour and attendance.

Inspection team

Jenny Jones, lead inspector	His Majesty's Inspector
Gil Bourgade	Ofsted Inspector
Phil Lloyd	Ofsted Inspector
Jamie Jardine	Ofsted Inspector

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Ambition **AND EXCELLENCE FOR ALL**

..... January 2024

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