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Mr Ronald Skelton
Headteacher
Broadway Academy
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Dear Mr Skelton

Short inspection of Broadway Academy

Following my visit to the school on 2 February 2016 with Rob Steed, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in January 2011.

This school continues to be good.

The leadership team has developed and enhanced the good quality of education in the school since your predecessor school's last inspection. Parents, members of the local community, pupils, staff and governors fully believe in your motto 'Our children, Our community, Believe it can be done!' You and your team continue to have high expectations of, and aspirations for, your pupils and staff. You succeed in making sure pupils feel safe and are safe in the school. You and the team rigorously monitor the quality of teaching and its impact on pupils' learning and progress. As a result, a large majority of pupils do well socially and academically. For example, by the end of Key Stage 4, pupils make significant progress in English and science and achieve well in English literature. In the sixth form, learners do well in law, chemistry, psychology and sociology. In addition, pupils and learners are well prepared for the next stage of their education, training or employment.

The Broadway values of 'integrity, respect, optimism, responsibility, appreciation, aspiration, generosity and inclusivity' permeate the life of the school and result in a mostly calm and purposeful atmosphere.

Your work with the local community and with different faith groups ensures pupils have a sound understanding of different traditions, beliefs and values. The way in which you develop pupils' spiritual, moral, social and cultural understanding and appreciation is a strength of the school. Pupils and staff model fundamental British values, for example in how they respect individual liberty and the rule of law.

You recognise the need to develop the roles of the middle leaders. You have identified potential future leaders and provided appropriate training to develop their knowledge, understanding and skills. Supported by senior leaders, subject leaders are increasingly playing a key role in supporting, monitoring and assessing the impact of teaching in the areas for which they have responsibility. However, some leaders do not routinely use the information they have about pupils' progress to identify areas of concern or intervene quickly enough to tackle underperformance.

The governing body are ambitious for the school. They fully support you in your drive to raise academic standards still further. In addition, they endorse the school's work in preparing pupils to play their part as responsible citizens in a diverse and rapidly changing Britain. However, while governors have a clear view of the school's many and varied strengths, they are less clear about the impact of some of the school's work. For example, governors do not have a precise understanding of what effect the pupil premium funding is having on disadvantaged pupils' progress in some subjects such as mathematics.

Safeguarding is effective.

The school's approaches to safeguarding ensure pupils are well cared for and safe. School leaders are committed to protecting pupils from harm. In addition, staff make sure that pupils have the necessary skills and understanding to protect themselves from potential dangers, such as those presented by extremist groups or individuals. Pupils who spoke to inspectors said that they feel safe in the school and know who to go to if they have concerns. Pupils understand the different types of bullying and about the negative consequences this behaviour can have on an individual's mental health. Pupils who spoke with inspectors said that any incidents of bullying are quickly and effectively dealt with by staff. All of the parents who responded to Ofsted's online questionnaire, Parent View, agree that their child is safe at the school.

All staff have been appropriately trained in child protection and safeguarding matters, including on how to recognise the possible warning signs that pupils may be at risk of radicalisation. As a result, all staff fully understand their safeguarding duties.

A number of leaders and governors have completed safer recruitment training. As a result, the checks on the suitability of staff to work with children are detailed and thorough. The single central record is extremely well managed and fully meets requirements.

The proportion of pupils who are persistently absent, missing more than 15% of days from school, is above average. You and other leaders are aware of this and have employed a range of appropriate approaches to reduce the figure. However, it is not yet possible to see a sustained reduction.

Inspection findings

- Leaders make sure that all staff are focused on their pupils doing well. They set 'Broadway' targets that are aspirational and challenging. The vast majority of pupils and staff rise to this challenge. As a result, the number of pupils making and exceeding levels of progress in English compares favourably with national averages. However, pupils' progress in mathematics at the end of Key Stage 4 in 2015 was less positive, being below national averages. In addition, the attainment and progress gap in mathematics between pupils who are disadvantaged and other pupils in the school and nationally widened. School leaders are aware of, and tackling, this underperformance. Information provided by the school shows that current pupils' progress, and that of pupils who are disadvantaged, particularly in mathematics, is in line with expectations.
- Pupils' achievement in a number of subjects, including in the sixth form, is strong. This is particularly the case in science, graphic products, English literature and law. However, pupils' achievement in a number of subjects, particularly modern foreign languages, geography and religious studies, is below that expected. Information provided by the school shows that the measures put in place to tackle this underperformance are resulting in improved standards.
- As a result of focused training for staff, the quality of learning and teaching is improving, especially in languages, religious studies, geography and mathematics. The majority of pupils benefit from appropriate and effective teaching which enables them to do well. Leaders are aware, however, that, in a minority of lessons, the most-able pupils are not being challenged to achieve their best. Where teaching is less effective, pupils do not benefit from feedback and marking that is in line with the school's assessment policy.
- Senior leaders have introduced procedures to track and check on the work of the school. This includes the school's own 'management console', a software package that enables the majority of leaders to track the progress of different groups. However, not all leaders use this information to tackle underperformance.
- The sixth form meets the 16 to 19 study programme requirements. Leaders focus on ensuring that learners develop socially and emotionally as well as academically. The sixth form curriculum is appropriate and meets the needs of the vast majority of learners. The qualifications they achieve enable them to take up places in higher education, training or employment. There is a wide range of enrichment activities such as the Duke of Edinburgh's Award scheme, sports leader awards and social and business enterprise activities. Learners benefit from high-quality careers information advice and guidance and take part in work experience. The proportion of learners achieving a C grade or above in GCSE retake examinations in English and mathematics, however, is too low.
- Pupils who spoke with inspectors said that they like the school and value the support and guidance that school staff provide. They enjoy their learning and feel safe in the school. They also said that, as a result of 'safety' lessons, they feel safe when they are out and about in the community or when using social media or electronic devices. All of the parents responding to Ofsted's online questionnaire agree that their child feels safe in the school.

- The school has effective systems in place to monitor and analyse patterns of pupils' behaviour and attendance. This enables staff to intervene when necessary. School leaders take appropriate action to tackle pupils' poor behaviour in the community. As a result, there are few fixed-term exclusions and there have been no permanent exclusions in the last three years. Pupils' conduct in and around the school buildings and in the community is generally good. The relationships among pupils and between staff and pupils are positive. A small minority of staff who completed the staff questionnaire believe that pupils' behaviour is not consistently managed. We found that, when learning is less effective, pupils can sometimes become restless and they fail to complete work to the standard expected.
- Governors are highly supportive of the school and have an appropriate range of skills and experience in order to carry out their duties. They ensure that resources are used efficiently and that the school generally provides value for money. The governors proactively raise funds through letting the school's facilities. They have a secure understanding of the school's strengths, for example the school's work with the local community and faith groups.

Next steps for the school

Leaders and governors should ensure that:

- the remaining inconsistencies in the quality of teaching and variations in outcomes between subjects are eradicated
- all teachers challenge the most-able pupils to achieve their best
- the number of pupils who are persistently absent is reduced
- all subject leaders routinely use the information they have about pupils' progress to identify underperformance and to quickly put in place appropriate interventions
- the achievement gap between pupils who are disadvantaged and other pupils in the school and nationally continues to close
- governors have an incisive understanding of the effectiveness of the pupil premium spending on closing the achievement between pupils who are disadvantaged and other pupils in the school and nationally, particularly in mathematics.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Birmingham City Council. This letter will be published on the Ofsted website.

Yours sincerely

Peter Humphries
Her Majesty's Inspector

Information about the inspection

During this one-day inspection, we discussed the work of the school with you, your leadership team, subject leaders, head of sixth form and other staff. We observed pupils' learning in classes in Key Stages 3, 4 and 5. During these observations, we looked at pupils' work and spoke to them about their learning. We also spoke informally to pupils about behaviour, attendance, how they learn how to keep themselves safe and about what it feels like to be a member of the Broadway Academy community. We observed pupils' behaviour as they arrived at the school, during an assembly, at breaks and lunchtime as well as in lessons. Discussions with five school governors, including the Chair of the Governing Body, helped to provide additional information. We looked at a range of school documents, including the vetting checks on staff, the minutes of governors' meetings and the school's information about pupils' progress, attainment, behaviour and attendance. We took account of the responses to Ofsted's pupil, parent and staff questionnaires.