

# Broadoak Mathematics and Computing College

Windwhistle Road, Weston-Super-Mare, BS23 4NP

## Inspection dates

21–22 November 2012

<b>Overall effectiveness</b>	Not previously inspected	
This inspection:	<b>Good</b>	<b>2</b>
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 good school

- Achievement is good. Most students, including disabled students and those with special educational needs, make good progress. From their below average starting points, they gain better than expected examination results.
- The proportion of students gaining five A\* to C grades, including English and mathematics, has improved well and is similar to the national average.
- Thorough leadership and management of teaching have fostered improvements to ensure good learning.
- Strategies to develop the students' skills in literacy and numeracy are good. Most students make at least good progress in these areas.
- Students behave well. The level of exclusions is very low and students' attendance is high. Students feel safe, valued and respected and they enjoy the extensive range of activities available.
- The headteacher has high aspirations for the school. She provides good leadership and the senior leadership team shares her drive to continue to improve teaching and achievement.
- The governing body is most supportive. Governors know the school well. They are fully involved in the life of the school and know its strengths and where improvements are needed. They are supportive of the staff and they hold them to account for the quality of the school's performance and teaching.

### It is not yet an outstanding school because

- Though teaching and learning are good, with examples of outstanding practice, the quality is not uniform across all subjects. In mathematics it is not as high as in most other subjects.
- Some students, whose prior attainment is low, do not make as much progress in mathematics as their peers, or as much as they do in their other subjects.
- Opportunities to explore and celebrate cultural diversity and prepare students for life in a multicultural society are not sufficiently

developed.

---

## Information about this inspection

- Inspectors observed 37 lessons, each involving a different teacher. A number of lessons were jointly observed with senior members of staff. In addition a number of other lessons were visited to determine how well the needs of individual students are planned for, to look at the quality of marking and the help offered to ensure work can be improved.
- Meetings were held with four different groups of students, the Chair of the Governing Body, a representative from the local authority and a wide variety of staff including senior and middle leaders.
- Inspectors took account of 39 responses to the online questionnaire (Parent View) in planning the inspection. Forty-five responses to the staff questionnaire were also considered.
- Inspectors scrutinised examples of students' past and present work and looked at various documents. These included the school's self-evaluation and planning, information on students' academic progress and records relating to behaviour, attendance and safeguarding.

## Inspection team

Bill Stoneham, Lead inspector	Additional inspector
Huw Bishop	Additional inspector
Linda Peck	Additional inspector
Vivian Venn	Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average sized secondary school.
- The proportion of students known to be eligible for free school meals is close to the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is above average. The proportion of students on the school action plus programme or with a statement of special educational needs is below average.
- The proportion of students eligible for support through additional funding provided by the pupil premium is close to the national average.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and the proportion who speak English as an additional language are well below national averages.
- A very small number of Key Stage 4 students receive part of their education off site. These students are all following work-related courses.
- Broadoak Mathematics and Computing College converted to become an academy on 1 March 2011. When its predecessor school, Broadoak Mathematics and Computing College, was last inspected by Ofsted it was judged to be satisfactory.
- The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress.

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

- In order to raise achievement further, ensure that by the end of the current academic year:
  - the good and outstanding practice in teaching and learning that is common in many subjects, is replicated in and spread to all, and especially mathematics
  - those students who enter the school with lower attainment in mathematics make more rapid progress so that it matches the rate of progress made by all pupils nationally.
- Better prepare all students for life in a multicultural society by providing more opportunities for them to explore and celebrate cultural diversity in the school, the local community and beyond.

## Inspection judgements

### The achievement of pupils

is good

- This is a good and improving school where standards are rising. GCSE results are improving, noticeably so in English and science. The proportion of students gaining five A\* to C grades, including English and mathematics, is close to the national average. This represents good achievement given students' below average starting points.
- The learning and progress of different groups of students, including those who are disabled, those who have special educational needs and those entitled to additional funding through the pupil premium, are good. Results for these groups are improving rapidly and getting closer to the national average. This demonstrates the school's success in tackling discrimination and promoting equality of opportunity for all its students.
- The school has introduced intervention programmes and extra staffing to help students known to be eligible for extra funding through the pupil premium. As a result, these students do well in many subjects and their average point scores in English and mathematics are better than the national average for this group of students.
- Most students make at least acceptable progress in mathematics, with some who do very well. However, a small minority, whose prior attainment when they join the school in Year 7 is well below average, make less progress than expected. Their progress is slower than that of their peers and is slower than in their other subjects, including English and science.
- Test and examination results and other information about performance are used well to ensure that every student is set realistic but challenging targets for each subject they study. Performance against these targets is then carefully monitored and evaluated and this contributes significantly to the improving examination results.
- The effectiveness of the school's monitoring of each student's performance is reflected in the fact that it is rare for students to be entered early for any GCSE examinations. Early entry is only used when a student shows an outstanding aptitude for a subject and the school is convinced that the student will gain an exceptionally high grade.
- A small number of Key Stage 4 students study off site. They make good progress because of the good quality of provision, and arrangements for monitoring their attendance, punctuality and progress are effective.
- It is rare for any students to leave school at the end of Year 11 without a placement in education, training or employment. This reflects well on the progress students make at school, especially in developing their key skills in literacy, numeracy and the use of information and communication technology (ICT). The school successfully prepares its students well for the next stage in their careers.
- Though comparatively few parents and carers responded to the online inspection questionnaire, an overwhelming majority who did so believe that their child makes at least good progress. Inspection evidence supports this view.

### The quality of teaching

is good

- In most lessons, and over time, learning is at least good and occasionally outstanding.
- Evidence for outstanding learning was seen in a number of subjects. It is not, however, a characteristic of all subjects. In mathematics in particular, the quality of teaching and learning is not as strong as in many other areas. In order for learning to be outstanding overall, the strong practice common in most subjects needs to be evident in all.
- Teachers' expectations of what students can do and achieve are at least good in the vast majority of lessons. In the small number of lessons where improvement is needed, expectations are not high enough and there is a tendency for the teacher to do too much of the work. This restricts the scope for students to learn and progress by working independently.
- Staff invariably use information from past test and examination performance well to set students

appropriate targets and to pitch their lessons at the correct level. In some mathematics lessons, especially where a minority of students had well-below average levels of prior attainment, the work set is not always appropriate or sufficiently taxing and this results in a minority of students not making sufficient progress over time in their learning.

- Where learning is most effective, lessons are characterised by pace and challenge and expectations are high. This was amply illustrated in a Year 11 English lesson where all students made excellent progress in their reading skills. Students had to display different reading skills and techniques and then self- and peer-assess the work covered. Learning was rapid and highly effective as the students found the work challenging but enjoyable.
- Highly effective learning was evident in a Year 10 physical education lesson where students had to plan, and then undertake, their own training regime. Learning was good because the students had to apply their learning to a real-life situation. They made rapid progress because the activity was well planned, offered challenge and clearly interested and enthused the students.
- An overwhelming majority of parents and carers responding to the online inspection questionnaire said that teaching is at least good. The inspection team agrees.

### **The behaviour and safety of pupils**

**are good**

- Behaviour over time, around the school and in lessons is good. Students behave well, show respect and are polite and courteous. These qualities contribute well to their personal development.
- Attitudes to learning are positive. Students enjoy attending the school and say that it is improving. They feel safe, are catered for well and say that staff respect them. Though a small minority of parents and carers expressed some reservations about behaviour and how it is managed, the majority commented that it is at least good.
- Students informed inspectors that incidents of bullying based on name-calling, racism or homophobia are rare. Any incidents that do arise are dealt with appropriately by staff.
- Students showed a clear understanding of the pernicious effects of cyber-bullying and said that this issue is fully covered in their personal, social and health education (PSHE) lessons and in public forums such as assemblies.
- A thoughtfully planned PSHE programme ensures that students in all years are encouraged to lead safe and healthy lives. Work is undertaken on a variety of themes and covers the importance of healthy eating and the adverse effects of drug and substance abuse.
- Good behaviour is reflected in the well-above average attendance figures and the very low rate of fixed-term exclusions. Students attend school regularly and punctually and this makes a significant contribution to their good levels of achievement.
- Students commented that this is a good, happy and harmonious school. Older students believe that the level of harmony has improved because of the Personal, Social, Health and Citizenship Education programme. It is also a good and happy school because of the respect that exists between students and between students and staff.

### **The leadership and management**

**are good**

- The school is well led by its headteacher. She has developed a good and supportive senior team and she is well supported by them and the main body of staff who are hard-working and keen for the school to succeed further.
- Monitoring and evaluation procedures are well established. As a result, the vast majority of students make good progress. Where previously some groups of students had been achieving examination results below the overall national average, they are now catching up rapidly. Teaching and learning are managed well and the provision for staff development is effective. This is reflected in the good, and occasionally outstanding, teaching and learning seen during

the inspection.

- Self-evaluation is accurate. Senior staff and the governors know the school well. They are aware of its strengths, but can identify where further improvements are required.
  - Improvements in examination results and students' attitudes to learning can be attributed to the wide variety of subjects available to the students, especially in Years 10 and 11. The sensitive planning of what is available has helped boost achievement. The range of experiences available to the students also contributes well to their spiritual, moral and social development. Though efforts are made to boost cultural understanding, for example Diwali was recently celebrated with Year 7 students, not enough emphasis is placed on exploring and celebrating cultural diversity in school, the local community and beyond.
  - Staff morale is high. Almost all responses to the staff inspection questionnaire were positive. As one member of staff commented, 'I am proud to be a member of the staff team. This is a caring and nurturing school where students are put first and staff are valued.'
  - The local authority and school work well in partnership and this has contributed well to the good and improving outcomes.
  - Arrangements for safeguarding are thorough including the risk assessments for the occasions when some students work off site.
  - **The governance of the school:**
    - Governors have a realistic understanding of how well the school is performing, and the quality of teaching and learning. They rightly judge that it offers a good education to its students and they are fully aware of its strengths and where improvements are needed – for example in the teaching of mathematics. They hold the school to account well for its performance. They analyse outcomes, including examination performance; they are aware of the many strengths that exist in teaching and they are fully involved in ensuring that there is a close link between salary progression and the effectiveness of teaching. They understand how performance management works through the training they have received. They monitor expenditure thoroughly and challenge the headteacher to account for the way in which additional funding from the pupil premium is spent. They are proud of the school they represent.
-

## 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

<b>Unique reference number</b>	137840
<b>Local authority</b>	N/A
<b>Inspection number</b>	406684

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Comprehensive
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	902
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Brock
<b>Headteacher</b>	Shelagh Pritchard
<b>Date of previous school inspection</b>	N/A
<b>Telephone number</b>	01934 422000
<b>Fax number</b>	01934 413903
<b>Email address</b>	enquiries@broadoak.n-somerset.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

