

Broadlands Academy

St Francis Road, Keynsham, Bristol, BS31 2DY

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Students are not yet making consistently good progress throughout the academy and in all subjects. Students' achievement has risen significantly since the academy opened in Key Stage 4. However, achievement at Key Stage 3 is inconsistent.
- Some teachers do not use information on students' attainment well enough to plan learning activities to enable them to make the progress of which they are capable. This is particularly evident in mathematics.
- The quality of feedback given to students by teachers, particularly through marking, does not always inform them of what they have done well and what they need to do to improve their learning further.
- Although senior leaders regularly monitor the quality of teaching, students' achievement and the quality of students' work, some middle leaders do not routinely challenge teachers when the academy's high expectations are not being met.
- Students become bored and distracted when teaching does not sufficiently challenge them. Around the academy site, however, they are typically polite and courteous.
- The governing body does not provide sufficient challenge to the academy's leaders and is not sufficiently well informed about the progress the academy is making. Although the sponsor provides effective challenge and support to the Principal, they have not extended such challenge to the governing body.

The school has the following strengths:

- The Principal has raised expectations around the quality of teaching and students' progress since the academy opened. Students' achievement has risen rapidly, particularly in Key Stage 4.
- Students achieve well in some subjects including English, art and design and technology.
- Very positive relationships exist between students and their teachers.
- The quality of teaching is improving. The Principal ensures teachers are supported to improve where necessary. He is also taking decisive action to eradicate any inadequate teaching. As a result, the academy is improving.
- Attendance is good. Leaders have improved attendance through rigorous monitoring and by providing personalised support to students and their families.

Information about this inspection

- Inspectors observed teaching on 27 occasions, accompanied by academy leaders on nine occasions. Inspectors also made short visits to classrooms accompanied by the Principal.
- Meetings were held with groups of students, academy leaders, teachers, the academy’s sponsor and members of the governing body. A telephone conversation took place with a representative of the local authority.
- Inspectors scrutinised a wide range of documentation, including information on students’ achievement, the academy’s self-evaluation, minutes of meetings, and records relating to the monitoring of teaching, behaviour and safety.
- Inspectors took account of 21 responses to the online Parent View survey and 41 responses to the staff questionnaire.
- During this inspection, extra questions were asked to ascertain the academy’s view of the Academies Enterprise Trust’s impact and effectiveness in bringing about improvements.

Inspection team

Alan Hinchliffe, Lead inspector

Her Majesty’s Inspector

Simon Rowe

Her Majesty’s Inspector

Peter Clifton

Additional Inspector

Full report

Information about this school

- Broadlands Academy is smaller than the average-sized secondary school. The current Year 7 is smaller than other year groups. The academy is sponsored by the Academies Enterprise Trust.
- Broadlands Academy converted to be an academy school in December 2012. When its predecessor school, Broadlands School, was last inspected by Ofsted, it was judged to be satisfactory.
- The proportion of students with special educational needs supported at school action is slightly higher than average. The proportion at school action plus or with a statement of special educational needs is less than the national average.
- The proportion of students eligible for pupil premium funding is below the national average. This is additional money provided for children in the care of the local authority and students known to be eligible for free school meals.
- The academy has a specialist provision for students who have visual impairment.
- A small number of students attend alternative provision at Bath and North East Somerset Hospital Education, the Riverside Youth Project, and the Step Up and Step Out programme at the City of Bath College.
- The proportion of students from minority ethnic groups is lower than the national average. The proportion speaking English as an additional language is below average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Raise achievement further, particularly in Key Stage 3 and mathematics, by ensuring that teachers:
 - use information on students' achievement to plan learning activities that enable them to make the progress they are capable of
 - ensure planned activities inspire, engage and maintain students' interest
 - provide feedback, particularly through marking, that informs students what they have done well and what they need to do to improve their learning.
- Improve the quality of leadership and management to accelerate improvements at the academy by ensuring:
 - all of the academy's leaders consistently challenge teachers who are not complying with the academy's expectations and policies
 - governors deepen their understanding of the academy's strengths and areas for development so they are able to support and challenge leaders more effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Students do not yet make consistently good progress across all year groups and subjects. The main focus for the academy has, rightly, been in deploying the most effective teachers to work with students in Year 11. Students' achievement across the academy, however, is improving.
- The GCSE examination results in 2013 indicated that the proportion of Year 11 students leaving the academy with five good GCSEs including English and mathematics was broadly in line with the national average. When the academy opened, this group of students were in danger of significantly underachieving. However, in the two terms that the academy worked with these students they made good progress to achieve their final GCSE grades.
- Students make good progress in some subjects, particularly in English, art and design and technology. Students' achievement in Key Stage 3 is improving but is still variable.
- Individual students are well supported within the classroom and through small groups and one-to-one help. As a result, disabled students and those with special educational needs make at least as much progress as other students. This is also the case for those students who speak English as an additional language and those from minority ethnic groups.
- The academy uses extra government funding for students in Year 7 and those eligible for the pupil premium effectively. These students receive targeted, extra support to raise their achievement, particularly in literacy. The gap between students eligible for the pupil premium and their peers is reducing. These students are currently leaving the academy around half a grade behind their peers in English and about one grade behind in mathematics.
- The extra literacy sessions that the academy provides for students are comprehensive. While achievement is improving, the impact of these extra sessions is not always analysed by the academy to ensure that the sessions are enabling students to make accelerated progress.
- More-able students usually achieve well. Some of the work they complete, however, does not always sufficiently challenge them and thus limits their progress.
- Students who attend the specialist provision receive individualised support to address their needs. Their progress is closely monitored and they achieve well.
- The academy uses early entry to GCSE examinations in both English and mathematics. There is no evidence that this strategy is impeding the progress students make.
- Some students study subjects at other institutions which broadens the range of opportunities they have to better meet their needs. These students are closely monitored and achieve as well as their peers.

The quality of teaching

requires improvement

- The quality of teaching is variable across the academy. While it is improving, there is more work to do to ensure teaching across the academy is securely good.
- Teachers do not always draw upon information about students' achievement to plan tasks that enable students to make the progress of which they are capable. Planned activities do not always maintain students' interest and engagement. As a result, students become bored and distracted.
- The quality of work in students' books is variable. The best teaching sets out high expectations of presentation and so ensures that students present their work well. In English and art, for example, students are proud of their work. On some occasions, however, work is poorly presented and there is little evidence of progress. Students are unable to discuss key learning points and concepts. This occurs particularly in some mathematics teaching.
- The feedback students receive from their teachers is inconsistent. Occasionally, it is superficial with merely a 'good' or 'well done'. At its best, teachers provide students with detailed feedback about what they have done well. They then ensure students are clear on what they need to do next to improve their learning further.
- Some teachers use questioning effectively to assess students' understanding of what they are

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learning. These teachers then skilfully probe students' understanding further to extend their learning.

- During discussions, students indicated that they feel the quality of their learning depends on the teacher in front of them. Inspectors agree with this.

The behaviour and safety of pupils

require improvement

- The behaviour of students requires improvement. When teaching does not inspire, engage and sufficiently challenge students, they sometime lose interest, becoming bored and off task.
- Students' behaviour outside lessons is good. The academy has created a calm atmosphere that allows students to mix confidently with each other. Students are polite, smart and helpful. Students and staff told inspectors that behaviour has improved since the school became an academy.
- Academy leaders have made clear their expectations of students' standards of behaviour. They work well with parents and carers in an attempt to achieve these standards. As a result, the number of exclusions has reduced significantly.
- The academy's work to keep students safe and secure is good. Students feel safe and know how to keep themselves safe; for example students were able to communicate confidently to inspectors the steps they take to ensure they are safe when using the internet.
- Some bullying does take place and, when it occurs, it is dealt with well through the student services department. Incidents of bullying are recorded as is the action taken to resolve matters. Students told inspectors that they know who to go to if they need support, and they explained the help offered by student services. The academy's personal, social and health education programme promotes attitudes that are tolerant of difference, including race and ethnicity, and positive towards lesbians, gay people and transsexuals.
- A rigorous approach by senior leaders and staff has improved attendance steadily since the academy opened and it is now good. Students arrive on time in the mornings and they are punctual to lessons.
- Academy leaders ensure that the off-site provision attended by a few students is regularly checked so that students are safe.

The leadership and management

require improvement

- The Principal has been instrumental in bringing about rapid change since the academy opened. He has focused, rightly, on improving the quality of teaching and raising students' achievement. Raised expectations and the implementation of new policies and procedures are improving the academy. However, many initiatives are too recent in their implementation to be fully embedded.
- Middle leaders have implemented clear procedures to monitor the quality of teaching and students' achievement. They observe teaching, make short visits to classrooms, scrutinise students' work and survey students' views. Feedback provided to staff by middle leaders identifies accurately strengths and areas in need of further development. However, middle leaders do not, as a matter of course, maximise the impact of this work by ensuring that individual staff conform to the academy's raised expectations. The Principal and the academy sponsor implemented an intensive training programme to improve the quality of teaching when the academy first opened. This programme has raised the quality of teaching rapidly and, alongside robust targets for teachers, has eradicated most of the inadequate teaching.
- A newly appointed member of the leadership team now has specific responsibility for improving the quality of teaching and learning. Plans to further develop and improve teachers' skills, while still at an early stage, are clear and unequivocal.
- The curriculum is now meeting the needs of students better and there are ideas to develop it further. There is a wide range of activity for students outside normal lesson time that includes sport and drama. Students' spiritual, moral, social and cultural education is well developed across the curriculum and through a bespoke, taught programme.

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- Students of all ability levels receive clear and impartial guidance that helps them choose what they will do when they leave at the end of Year 11. Only three students who left the academy last year are not in employment, education or training; this is lower than the national average. The academy promotes equality of opportunity effectively through a specific taught programme and through the actions of leaders and teachers.
- The academy carries out the correct checks on all staff and it records those checks accurately in the single central record. Existing staff receive regular safeguarding training and this training forms a key part of the induction of any new staff.
- The academy sponsor has provided extensive support to help the school improve. This support includes training, mentoring support, regular reviews, and scrutiny of the Principal's performance. The sponsor's representative has a clear view of the academy's current strengths, its weaknesses and what it needs to do to improve further. The governors and the Principal believe that this support has had an immediate impact on systems and resources and will have a longer-term impact on students' achievement. The sponsor has not, however, had sufficient impact on governance, which is insufficiently well informed or challenging.
- **The governance of the school:**
 - The Academies Enterprise Trust has a clear understanding of the academy's strengths and areas in need of further development with regard to students' achievement and the quality of teaching. As a result, it is providing strong support and challenge to the Principal. The same impact is not seen in the work of the governing body. Governors receive regular updates from the Principal on all aspects of the academy including the quality of teaching, students' achievement, the targets set for teachers and the deployment of extra government funding. They do not, however, have a deep enough understanding of this information to enable them to sufficiently challenge the Principal to accelerate the rate of improvement further. The governing body fulfils its statutory duties with regard to 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	138985
Local authority	Bath and North East Somerset
Inspection number	440121

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair	Andrew Delves
Headteacher	Dean Anderson
Date of previous school inspection	No previous inspection
Telephone number	0117 986 4791
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