

Broadoak Mathematics and Computing College

Windwhistle Road, Weston-super-Mare, Somerset BS23 4NP

Inspection dates

15–16 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders have been too slow to bring about the improvements which are needed to speed up pupils' progress and ensure that outcomes are improved.
- The school's governors are not providing the challenge necessary to bring about the improvements needed.
- Standards of teaching, learning and assessment are not good enough to promote substantial progress for all pupils.
- GCSE outcomes have been below the national averages for some time.
- Leaders are not using the pupil premium funding effectively. The outcomes for disadvantaged pupils have fallen well behind other pupils nationally.
- There is variation in the effectiveness of subject leaders. Monitoring and evaluation are weak and so improvements to teaching have not been made.
- Expectations throughout the school have been too low.
- Pupils do not show the levels of self-regulation and self-confidence they need to achieve their best. Behaviour for learning is not consistently good.

The school has the following strengths

- The new headteacher has already had a positive impact on the school's work. She has gained the support and confidence of her colleagues and the school's governors.
- The senior leaders have drawn up a comprehensive plan to bring about improvements.
- Changes are being introduced in a phased manner to make best use of the resources available.
- The new leadership team has raised expectations across the school. Teachers and pupils are confident that more can be achieved.
- The school's work to improve attendance rates is showing good impact.
- The school's work with children who are looked after is effective in ensuring that they attend well, and make good progress in all areas.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - ensuring that governors provide sufficient support and challenge to senior leaders to promote rapid and sustained improvements
 - checking that the pupil premium funding is used effectively to diminish the difference between the progress rates of the school's disadvantaged pupils and other pupils nationally
 - monitoring and evaluating all aspects of the school's work robustly on a regular cycle so that leaders can use the information to support rapid improvements in teaching and learning
 - developing the skills of subject leaders to make sure there is accurate evaluation of the strengths and weaknesses of their departments and to promote consistently effective teaching.
- Improve the quality of teaching to secure rapid improvements in pupils' progress and outcomes by ensuring that all teachers:
 - have the highest expectations of all pupils
 - plan activities pitched at the appropriate level to support and challenge the learning of all pupils, including disadvantaged pupils and the most able
 - check pupils' knowledge and understanding and then use the information to adapt teaching to deepen pupils' understanding
 - consistently apply the school's policies, including for promoting positive behaviour for learning.
- Raise standards in pupils' personal development, behaviour and welfare by:
 - continuing to increase attendance and reduce persistent absence rates, including for disadvantaged pupils
 - further developing pupils' self-regulation and self-confidence so that they understand how to be a responsible and successful learner with increasing independence
 - encouraging all pupils to take pride in presenting the very best work they can.

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

An external review of the use of pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The monitoring and evaluation of the school's performance has not been sufficiently accurate. There is a tendency to be overgenerous when assessing the impact of actions taken and, at the same time, expectations both of pupils and of teachers are not high enough. As a result, many pupils have not made the progress they should.
- However, the arrival of a new headteacher a few months ago, alongside several other key appointments in the last year, has opened the way to make substantial advances. Leaders' expectations of themselves, of teachers and of pupils are rapidly rising; there is a strong driving force for improvement.
- The new headteacher has a comprehensive plan for improvement, and she has secured the confidence and support of her colleagues at all levels; staff morale is high. The senior leaders are mindful that there is much to be done, and have prioritised initiatives to tackle the most urgent issues immediately.
- The school's senior leaders have not been successful in securing good progress for the majority of disadvantaged pupils. The progress of disadvantaged pupils has fallen far behind the progress made by other pupils nationally. There has not been a clear focus on using the pupil premium funding to secure academic progress, and no thorough review to check that the actions taken have had the intended impact.
- The rapid progress of disadvantaged pupils is a high priority for the new headteacher. Work has begun on different approaches and aspirations are being raised. For example, some pupils from the 'Brilliant Club' reported enthusiastically to governors about recent experiences of university learning. Pupils' work and the school's assessment information show that many disadvantaged pupils are making more substantial progress and beginning to catch up with other pupils.
- The quality of middle leadership is variable, and some middle leaders are new to the role. Some subject leaders have not successfully ensured that teaching is effective throughout their subject areas. Actions are being taken to provide additional training and support to middle leaders so that these issues can be addressed effectively.
- Senior leaders are giving high priority to improving the quality of teaching. Training and coaching opportunities are being provided to help improve teachers' skills and knowledge. Teachers are more willing to share good ideas and successful approaches with each other; inspectors noted evidence of this in the English department. At the time of the inspection, senior leaders were introducing a new and more rigorous system for managing teachers' performance.
- The school roll includes a relatively high proportion of children who are looked after. These pupils make particularly good progress in all areas of their development. A member of the support staff has a specific remit to support these pupils. Pupils' attendance is monitored carefully; their academic process is tracked rigorously. Liaison with other agencies is carefully managed. Record-keeping is well organised with any follow-up actions undertaken meticulously to ensure that there are no gaps in care.
- Information about pupils who have special educational needs (SEN) and/or disabilities

is checked so that specific advice can be given to teachers about how to help these pupils. Training for staff, including teaching assistants, is ongoing and specific to cover the needs of learners. The progress of this group of pupils varies; some have complex needs and attendance issues. The appointment of a parent support adviser has helped to raise attendance. Current pupils in this group are now making better progress, as inspectors saw in samples of their work.

- The school curriculum is under review. Senior teachers recognise that changes are needed to better suit the needs of all learners. Some changes have already been made. For example, Spanish was added as a second language to the curriculum for key stage 3 in 2016, and it will be extended through the school in the future. Further changes are planned, for example to promote continuity in learning in mathematics from key stage 2 to key stage 3.
- Pupils' personal development is developed well through a comprehensive programme of learning covering aspects of health and social education. The school provides good opportunities for spiritual, moral, social and cultural development. The issues raised at the previous inspection have been addressed, and pupils have more opportunities to explore their understanding of life in modern Britain. Assemblies include recognition of religious festivals, and an annual trip to Parliament enhances understanding of the political system.
- The school meets the requirements to provide advice and guidance to pupils about the next stages of their lives after Year 11. Pupils told inspectors that they have good information about pathways into careers.
- The school is proud of the wide range of extra-curricular activities it offers to pupils. At the time of this inspection, many pupils and members of staff were involved in 'Wiz', the school drama production. The school offers a wide range of sports activities, and an increasing number of clubs such as 'Cake and Classics'. Across the school, pupils expressed appreciation for these opportunities, which was echoed by parents.

Governance of the school

- Governors are aware that, in the past, their impact has not been as effective as it could be. They have not had sufficient knowledge of the school's work and effectiveness and so they have not provided the appropriate challenge to the school's leaders.
- Members of the governing body are very keen to be supportive of the school and have been exploring ways to improve their understanding and impact. Working with the new headteacher since September, and also with the school's improvement partner, they now have a better understanding of the school's strengths and areas for improvement. They are keen to develop their collective skills to improve their capacity to challenge and support senior teachers.
- This year, governors have been more actively involved in monitoring the school's work. For example, they have been included in reviewing the work of subject leaders and in gathering the views of pupils.
- Governors value highly the school's work in promoting well-rounded development and the many extra-curricular activities which pupils may access.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders have ensured that all policies and procedures are fit for purpose. Members of staff are suitably trained and receive regular updates from leaders. Thorough checks are carried out to ensure that all staff are suitable to work with children.
- The school works successfully with a range of other agencies to ensure that pupils are kept safe. Detailed records are kept of any concerns that are raised and actions that are taken. Further checks are made to ensure that any follow-up actions are taken.
- School leaders are tenacious in working with other agencies to ensure the safety and well-being of pupils who are looked after.
- Senior leaders successfully promote positive messages about safeguarding in a variety of ways, for example when encouraging safe and appropriate use of electronic communications. Throughout the school community, there is a culture of vigilance.
- The school's work includes training in the 'Prevent' duty, which is designed to protect pupils who may be vulnerable to radicalisation and extremism.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies across the school and within departments and is not good enough. Raised expectations and training are leading to improvements, but teaching standards are not yet high enough to ensure that all pupils make good progress.
- Too often, the tasks set by teachers are not adapted to suit the needs of different groups of pupils. Sometimes, pupils are set work which is too easy for them. Because of this, these pupils are not challenged and do not achieve as well as they might. In other instances, tasks are not addressing gaps in pupils' understanding and skills. When this occurs, and pupils find that they cannot understand what is required of them, they often give up too easily.
- Inspectors saw that, quite often, learning is over-reliant on pupils memorising information without gaining a deeper understanding of what is being taught. Examples of this were seen in mathematics lessons. Where pupils understand the point of learning, they are much more engaged and make better progress.
- Pupils are not regularly building their confidence in learning. When they do see that they are making secure progress, they respond more positively. Inspectors saw fast progress being made in textiles, where pupils knew how well they were learning, and exactly what they needed to do next within a tight timeframe. These pupils were enjoying the challenge. Lessons in foreign languages, where emphasis is given to the importance of building confidence and encouraging pupils to try new vocabulary, are also more successful in promoting stronger progress.
- Teaching in science has lacked the precision needed to secure good rates of progress for all. Pupils do have the option of studying three science subjects, where there is some evidence of extension work, but the challenge provided does not facilitate a high

proportion of pupils gaining the highest grades.

- Senior leaders have rightly identified the need to develop teachers' skills so that they are able to use questioning techniques more effectively to probe the knowledge and understanding of pupils.
- The school's policy for marking and providing feedback to pupils is not applied consistently across subjects. Senior leaders are aware of this and are addressing the issue effectively.
- Senior leaders are tackling issues about teachers' overgenerous assessments of pupils' progress. Moderation activities, including working with another trust, are helping the mathematics teachers, for example, to improve the accuracy of their assessments. Opportunities are being taken for teachers to visit primary schools so that teachers have a better understanding of the impact of the revised curriculum in key stage 2.
- The new leadership team is very conscious that pupils need to have secure skills in literacy, numeracy and communication. Immediate actions include setting aside time for enhancing reading and other literacy skills, and plans are in place to raise standards in other basic skills. Inspectors saw evidence of good literacy skills being developed in Year 7 history.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not display consistently positive attitudes to learning. On those occasions when teachers do not provide suitably challenging tasks, pupils can become distracted from their learning. Some pupils are not taking enough responsibility for their own learning and actions, which is sometimes shown in poorly presented and incomplete work.
- School records show that there have been some incidents of racist or derogatory behaviour when a small number of pupils have demonstrated a lack of respect for others. These events are not frequent and are reducing as actions are taken to eradicate such incidents.
- The school seeks to eliminate all forms of bullying and prejudicial behaviours and effectively promotes anti-bullying behaviours. During the inspection, the focus of assemblies was on promoting tolerance and respect for all. Pupils confirmed to inspectors that they feel safe in school, and that they are able to speak to an adult if they feel worried about anything. School records show that when incidents are reported, leaders investigate them and take appropriate actions to resolve any issues.
- Throughout the year, an extensive programme of learning opportunities helps pupils to develop their understanding of how to be safe, including when using the internet, learning about road safety and forming safe relationships. Pupils who met with inspectors said that they feel well informed.
- Pupils are encouraged to look after their physical and emotional well-being through a

linked series of activities and lessons. Wall displays and website links offer a range of sources of information for pupils.

- A significant number of parents expressed their appreciation of the care taken by teachers to look after their children's welfare. The vast majority of parents said that they would recommend the school to other parents.
- A small number of pupils are educated elsewhere. School leaders are careful to check that these pupils attend regularly and are making good progress in their learning and development. Close monitoring allows pupils to reintegrate into the school when they are ready to do so.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance rates have been consistently below the national average for some years. Leaders have focused on helping pupils to improve their attendance and, in the last academic year, attendance levels improved. This continues to be a high priority for leaders and further improvements have been made since September 2017.
- The school has taken decisive action to raise the attendance rates of pupils who are persistently absent from school without acceptable reasons. There has been some improvement for many of these pupils and the school's leaders are not complacent about the challenge of making further headway.
- Since the previous inspection, there has been an overall increase in the proportion of pupils who have been excluded from the school as a result of poor behaviour. During the last academic year, strategies were put in place to help pupils to avoid such behaviour and the success of these measures has been reflected in a drop in the exclusion rates.
- Around the school, pupils generally get on well together. On occasions, some pupils behave in an immature and boisterous manner during breaktimes. Teachers correct this behaviour, but some pupils do not take enough responsibility for their own actions when they are not directly supervised.
- Pupils arrive at their lessons punctually and with the equipment they need to carry out lesson activities.
- Pupils respect the school premises and, for example, no litter was seen. Displays of pupils' artwork around the school are valued by the community.
- Pupils are polite and courteous to adults and visitors.

Outcomes for pupils

Requires improvement

- In recent years, pupils have made less progress overall than in other schools nationally. This information does mask the fact that some pupils do make good progress while others do not.
- The new headteacher is acutely aware that pupils should be making better progress overall. Building on improvements already made last year, such as higher attendance rates, she is taking decisive action to raise standards. Although it is too soon to see any

real impact on pupils' outcomes, inspectors could see some positive signs of improvement.

- In the past, disadvantaged pupils have made slower progress overall compared to others nationally, and the school's use of the pupil premium funding has not had sufficient impact on improving outcomes. An improved attendance rate for disadvantaged pupils has secured a first step for further improvements. Inspectors noted that disadvantaged pupils currently in the school are now making faster progress and beginning to catch up with others.
- The school recognises that the most able pupils have not made the progress they should and, in 2016, established a system designed to tackle this weakness. Much of the work to date has been about broadening horizons and raising the aspirations of the most able pupils. For example, pupils who participated in these activities have developed their oracy skills; they are now working on projects which use these skills in 'ambassador' roles. There is still much to be done to make sure that most-able pupils make faster academic progress and achieve higher standards.
- Current pupils who have SEN and/or disabilities are making faster progress than has been seen previously. Some exceptions are associated with attendance and complex issues which have a negative impact on the progress of individuals. School leaders are tireless in exploring ways to help these pupils.
- The school has a higher than typical proportion of children who are looked after by the local authority. As a group, these pupils are making good progress across a range of subject areas and in other areas of their development.
- Catch-up funding is allocated by the government for pupils who start Year 7 having not met the standard expected at the end of key stage 2. The school's use of this funding and the programme to help these pupils are showing a positive impact, especially for improving pupils' reading skills.
- Many pupils, including disadvantaged pupils, successfully move on to local colleges to follow a wide range of academic and vocational courses. This is an improving picture.

School details

Unique reference number	137840
Local authority	North Somerset
Inspection number	10044016

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	887
Appropriate authority	Board of trustees
Chair	John Brock
Headteacher	Kathleen McGillicuddy
Telephone number	01934 422000
Website	broadoakcollege.org.uk
Email address	enquiries@broadoak.n-somerset.sch.uk
Date of previous inspection	21–22 November 2012

Information about this school

- The school does not meet requirements on the publication of information about its use of funding for Year 7 pupils who have fallen behind in English and/or mathematics and need to catch up.
- The school does not comply with Department for Education guidance on what academies should publish about governance.
- The current headteacher is new to the school; she took up the appointment in September 2017.
- The school is broadly average in size and most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.

- The proportion of pupils entitled to support by pupil premium funding is above the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly in line with the national average.
- The school uses the Voyage Learning Campus (PRU), Weston-super-Mare, to provide alternative provision for a small number of pupils.
- The school has been supported by a school improvement partner since October 2016.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 11.
- The school meets the Department for Education's definition of a coasting school based on key stage 4 academic performance results in 2014, 2015 and 2016.

Information about this inspection

- Inspectors observed learning in a broad range of subjects across all year groups. Some of these observations were conducted jointly with the headteacher and other senior teachers.
- Inspectors looked at pupils' work across a range of subjects. Inspectors sampled the work of pupils of all prior attainment groups, disadvantaged pupils, and those who have SEN and/or disabilities.
- Meetings were held with senior leaders, representatives of the board of trustees, middle leaders and other teachers. Inspectors had formal meetings for discussions with pupils from every year group, and also informal conversations with pupils around the school throughout the inspection.
- The conduct of pupils was observed in lessons, and also around the school during lesson changes and breaktimes.
- Inspectors examined a range of documentation, including records about pupils' attendance, risk assessments, behaviour incident logs, and safeguarding records. Particular attention was given to the leaders' plans for making improvements. Records of meetings of the board of trustees were examined.
- The views of parents were considered through 68 responses to Parent View, Ofsted's online questionnaire; 69 members of staff responded to the inspection questionnaire and 81 pupils gave their views through the online questionnaire. Inspectors also took into account the opinions expressed in a small number of written communications which were received from parents.

Inspection team

Ann Cox, lead inspector	Ofsted Inspector
Steve Colledge	Ofsted Inspector
Bill Houldsworth	Ofsted Inspector
Alison Robb-Webb	Ofsted Inspector

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