

# Inspection of Broadway Academy

The Broadway, Perry Barr, Birmingham, West Midlands, B20 3DP

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Inspection dates: 11 and 12 October 2022, and 13 December 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

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

Broadway Academy is an inclusive school. The headteacher has built positive and trusting relationships with local community leaders. This means the school is at the heart of the local area. Leaders have pupils' best interests at the centre of all the decisions they make. Leaders expect pupils to behave respectfully. Pupils meet these expectations. The atmosphere around school and in lessons is orderly. Little learning time is lost. Teachers are caring. They take time to get to know pupils, and pupils value this.

All staff want pupils to thrive and achieve strong academic outcomes. Most pupils achieve well. They enjoy learning and coming to school. Attendance is high. Bullying is not tolerated by pupils or staff. If it happens, pupils know it will be dealt with quickly.

Leaders pay serious attention to developing pupils' character. As part of this work, they have created an ambitious programme for pupils to continue their academic learning beyond the classroom. Furthermore, there is an extensive range of opportunities for pupils to develop their talents and interests. This includes judo, the Duke of Edinburgh's Award, basketball and many more. Leaders are taking effective action to ensure that ever-increasing numbers of pupils are making good use of these opportunities.

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

Leaders have devised an ambitious and broad curriculum for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). As part of this curriculum, younger pupils complete a qualification to develop their speaking and presentation skills. This is working well and is helping to develop pupils' confidence. In recent years, leaders have taken steps to ensure that all pupils from Year 7 to Year 9 learn a broad range of subjects in depth. This means more and more pupils are better prepared to study the English Baccalaureate in Years 10 and Year 11.

Leaders identify the needs of pupils with SEND swiftly. In addition, they make sure that teachers have the information and training they need to support these pupils well. Leaders have a clear strategy for supporting all pupils to become fluent readers. This includes pupils who are new to learning English. They make suitable checks to identify pupils who need extra help. Leaders ensure that pupils get the help they need from well-trained adults. As a result, these pupils are catching up. Leaders recognise that some of these pupils would benefit from more time to practise their reading and are in the process of making this happen.

In most subjects, curriculum leaders ensure that all teachers know the precise knowledge pupils need to remember. Most teachers check that pupils have understood this important knowledge they need to succeed. They then adjust their teaching to fill any gaps or address misconceptions. This is particularly strong in the

sixth form. However, in Years 7 to 11, some teachers do not check pupils' understanding within lessons well enough. This means teachers do not always know which pupils are stuck, and the reasons for this. This slows the learning of some pupils.

The curriculum offer in the sixth form is broad and balanced. It is well matched to the needs and ambitions of students. There is a wide range of subjects and qualifications from which they can choose. This offer includes a tailored study pathway for students with SEND. Sixth-form students are positive role models for younger pupils. They benefit from a well-thought-out programme to support their personal development. Students value this.

Leaders have high expectations of pupils' behaviour. They teach these expectations explicitly during form time. Leaders track pupils' positive and negative behaviours carefully. They quickly spot when pupils are finding it difficult to behave and put in place targeted support for them. This has resulted in a significant decrease in pupils' poor behaviours. Pupils appreciate the support they receive from leaders. They say that they are taught how to manage their behaviour and this helps them to achieve more in lessons.

Leaders have planned a strong programme for pupils to extend their academic learning in the school's extensive offsite outdoor facility. Leaders ensure that all pupils, including those with SEND, attend regularly. The curriculum to teach personal, health and sex education is broad and age appropriate. All pupils, including students in the sixth form receive high quality and impartial information about the world of work. All of this is helping to prepare pupils well for life in modern Britain.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to spot signs that a pupil may be at risk of harm. Teachers know what to do if they have any concerns about pupils. Teachers report concerns, however minor, to the specially trained safeguarding team. Staff know their pupils and families. They use this information to ensure pupils are safe.

Leaders keep oversight of pupils they know to be vulnerable. They work well with external agencies, such as social services, to make sure that these pupils receive the support they need. Pupils know who to speak to if they have a concern.

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

### **(Information for the school and appropriate authority)**

- Some teachers do not check all pupils' understanding within lessons well enough. This means teachers do not always know which pupils need additional help. Leaders should ensure that teachers know how to check learning effectively in

their subjects and that teachers use this assessment to give all pupils the help they need quickly.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139841
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10241040
<b>Type of school</b>	Secondary
<b>School category</b>	Academy
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,208
<b>Of which, number on roll in the sixth form</b>	165
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Alan Rudge
<b>Headteacher</b>	Ronald Skelton
<b>Website</b>	<a href="http://www.broadway-academy.co.uk">http://www.broadway-academy.co.uk</a>
<b>Date of previous inspection</b>	5 and 6 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger-than-average-size secondary school. It is a standalone academy.
- The school uses four alternative providers, all of which are registered, for a small number of its pupils in key stage 4.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors initially inspected the school on 11 and 12 October 2022. On 13 December 2022, two of His Majesty’s Inspectors returned to the school to gather further evidence. The evidence gathered from all three days was used to inform the final judgements.
- Inspectors met with senior leaders including the headteacher, deputy headteachers and assistant headteachers. The lead inspector held a meeting with governors, including the chair of governors and trustees. Meetings were held with curriculum leaders and the SEND coordinator.
- Inspectors carried out deep dives in these subjects: mathematics, English, modern foreign languages, drama and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Other subjects were also considered during the inspection.
- Inspectors observed pupils’ behaviour during lessons and at break and lunchtimes. They scrutinised records regarding behaviour, attendance and the school’s use of alternative providers. Inspectors spoke to many pupils informally about their experience at the school.
- Inspectors scrutinised a range of safeguarding information, including the school’s safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of the parent free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

## Inspection team

Bianka Zemke, lead inspector	His Majesty’s Inspector
Gail Brindley	Ofsted Inspector
Sarah Godden	Ofsted Inspector
Nicola Beech	His Majesty’s Inspector
Graeme Rudland	Ofsted Inspector
Christopher Stevens	His Majesty’s Inspector
Claire Price	His Majesty’s Inspector

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