

Inspection of Broadoak Academy

Windwhistle Road, Weston-super-Mare BS23 4NP

Inspection dates: 7 and 8 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Danny McGilloway. This school is part of Cabot Learning Federation which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Taylor, and overseen by a board of trustees, chaired by Professor Paul Olomolaiye.

What is it like to attend this school?

Pupils feel a sense of belonging at Broadoak Academy. This gives them confidence and they feel safe. Pupils are proud to attend this school. They celebrate being part of a house system and enjoy competing in different events. Staff are aspirational for what pupils can achieve and the type of young person they can become.

Most pupils exhibit a strong work ethic and are keen to do well. Pupils are passionate advocates against any form of discrimination. For example, a pupil group led an assembly during Black History Month to educate their peers about racism. Pupils are encouraged to express their identity. One way many choose to do this is through attending the Broadoak Pride Club (BOP).

The school provides a range of opportunities for pupils to pursue their talents and interests. Pupils develop their physical fitness through attending the school's gym at lunchtimes. Many also participate in The Duke of Edinburgh's Award. Pupils enjoy the range of other extra-curricular opportunities, such as film club, textiles and being part of the school drama production.

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

The school has a broad and ambitious curriculum, based on the shared vision of the multi-academy trust. For example, leaders are ambitious for more pupils to study a modern foreign language at key stage 4. Therefore, the proportion of pupils who study the suite of subjects known as the English Baccalaureate is increasing.

Subject leaders have adapted the curriculum thoughtfully to suit the needs of pupils. The knowledge that pupils learn builds incrementally as they move from Year 7 to Year 11. Pupils talk confidently about how new concepts and ideas link to what they have learned before. Pupils with special educational needs and/or disabilities (SEND) are well supported. Parents of pupils with SEND are overwhelmingly positive about the progress their child makes and how well the school communicates with them.

Teachers identify pupils' misconceptions as they arise. They use assessment to carefully plan the next steps for pupils' learning. Although published outcomes at key stage 4 are below what is typical nationally, the school has taken decisive action to improve this. This is having a positive impact on how well current pupils develop a deep understanding of key concepts across different subjects.

The reading curriculum has increased the range and type of texts pupils encounter. However, this has not had the positive impact on pupils' reading habits that leaders intend, as many pupils do not read for enjoyment outside of school.

Strong, positive relationships between staff and pupils are characteristic of the school. Most pupils demonstrate a clear understanding of what is right and wrong and behave sensibly in social times. They are respectful towards each other and the

environment around them. However, a minority of pupils do not show a consistently positive attitude to their learning.

While pupils' attendance at school remains below the national average, the school and trust have put in place a range of strategies to improve this. These have made a difference and attendance has improved significantly.

The school grows pupils' understanding of the fundamental British values. These include democracy, which is taught through the house captain programme and the curriculum, for example. Additionally, the school and the trust promote mutual respect and tolerance through comprehensive work on diversity, equity and inclusion. Pupils talk confidently about why this is an important part of being a good citizen. They express and challenge opinions maturely when discussing issues that form part of the personal development curriculum.

Careers education is embedded within the curriculum. Pupils learn about potential pathways and make informed decisions. The school ensures that disadvantaged pupils participate in all career-related activities.

Staff enjoy working as part of the Broadoak community. They appreciate how leaders, including those from the trust, provide them with regular professional development opportunities. Leaders are approachable and considerate of staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's reading curriculum is in its infancy and is not implemented to a consistently high standard. Therefore, the ambition that pupils read regularly and often, including outside of school, is not realised. The school should continue to embed the reading programme, so that it has a positive impact on pupils' reading habits.
- Despite the marked improvement in pupils' conduct, a minority of pupils do not consistently show positive attitudes towards their learning. As a result, there are occasions where their learning, and that of others, is disrupted. The school should continue to work with this small group of pupils to improve their attitudes to learning so that interruptions are avoided.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147351
Local authority	North Somerset
Inspection number	10288246
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	681
Appropriate authority	Board of trustees
CEO	Steve Taylor
Chair of trust	Paul Olomolaiye
Principal	Danny McGilloway
Website	www.broadoakacademy.clf.uk
Date of previous inspection	Not previously inspected

Information about this school

- Broadoak Academy converted to become an academy in September 2019. When its predecessor school, Broadoak Mathematics and Computing College, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The principal joined the school in April 2022.
- The school is part of Cabot Learning Federation.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the principal and other senior leaders, the special educational needs and disabilities coordinator (SENDCo), heads of faculty, the chair of the academy council, a trustee, and the deputy chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, modern foreign languages, and physical education. 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.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector	His Majesty's Inspector
Joe Ambrose	Ofsted Inspector
Matthew Collins	Ofsted Inspector
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