



Inclusion Quality Mark (UK) Ltd

31st July 2016

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Principal
Broadway Academy
The Broadway Perry Barr
Birmingham
B20 3DP

Centre of Excellence Review Date: 19th July 2016

Summary

The school's commitment to inclusion and success in living up to its values were eloquently evidenced in my meeting with the Headteacher.

Despite my visit coinciding with 'sports day' it was clear to see why Ofsted were moved to comment following the short inspection in February 2016 that "The Broadway values of 'integrity, respect, optimism, responsibility, appreciation, aspiration, generosity and inclusivity' permeate the life of the school and result in a mostly calm and purposeful atmosphere".

This highly effective academy is six terms old and replaced the equally effective Broadway School in July 2013. The school's direction of travel is outstanding from a very strong previous record that is used to baseline overall effectiveness.

Leaders and staff do not use the context of the school as an excuse for low standards or poor progress. It is because of local challenges that the school knows that they have to try so hard and from very low starting points. Consequently, students are making progress which is never less than good and often outstanding. Current performance shows that the remaining areas for improvement are rapidly closing any gaps.

- The school is an above-average-sized state academy, 6 terms old in September 2015.
- There are relatively fewer girls than average overall, however the gender balance is 50/50 in Year 7.
- The proportion of students eligible for free school meals is high.
- The proportion of students from an ethnic minority background is high although around 80% are Pakistani or Bangladeshi heritage.
- The proportion of white children at the academy is very small.
- The proportion of children who use English as their first language according to statistics is very high, although practically most are third or fourth generation British subjects and their formal education has always been in English.

- The proportion of children on the SEND register is high.
- The NOR stability is slightly lower than average.
- This is an area of high deprivation. Over 90% of students reside in very high areas of child deprivation.
- Unemployment rates are among the highest in England however there are no recorded NEETS.
- Standards of basic literacy and numeracy are often low or significantly lower than national standards.
- The school plays a fundamental role within its community as a cultural, educational and neighbourhood centre. Over 100,000 people use the school and its resources and they enjoy excellent relationships within and across their community.
- The school is a centre of excellence for community cohesion. In recent years, they have ensured outstanding success as a secular provider, welcoming all people and students of any background or belief.

Element 1:-The Inclusion Values of the School

The Academy's values have underpinned inclusive practices through the continuation and development of the V4C curriculum (Values for Children). The values education programme has also been shared with other education settings as an example of good practice. A Pupil Support Team which has a multi-disciplinary approach to supporting the needs of pupils has been created. The weekly panel meetings have evolved to include all Pupil Support Team members. From this meeting a weekly Pastoral bulletin is created which is circulated to all staff to keep them updated about the needs of the pupils and their provision. Regular Pastoral briefings are held to inform staff of pupils; there are also monthly Safeguarding briefings. I was shown copies of the bulletin. The anti-bullying award for SEND was received this year for the commitment to supporting SEND pupils. Transition pathways have been enhanced for Primary and Post 16 pupils. The Sports Hub that the Academy has been affiliated with has received an award and is currently working in conjunction with the Academy to submit a Free School bid to support the growing demand for provision for pupils who are facing exclusion from mainstream school or at risk of extremism or offending behaviour.

Element 2: The Learning Environment, Resources and ICT

Most students have participated in the Hillwalking enrichment programme throughout the year. The Duke of Edinburgh award has expanded to include Key Stage 4 as well as Key Stage 5 pupils; this included a pupil who temporarily lost his sight. The school are now providing DoE places for 25 pupils from neighbouring school, St. John Wall Catholic School. The Academy Console which was demonstrated to me, is used as an effective tracking and monitoring tool for attainment and progress. Interventions are available to pupils in Key Stage 4 and 5 during extended hours of the day as well as on Saturdays and during holidays that are well attended by pupils. Interventions are available during the school day to accommodate pupils who may not be able to access the extended learning hours due to attending Mosque. All departments were provided with new ICT facilities to support Quality First teaching. There are new plans being drawn up to

create a new physical layout of the LRC. Reading pens have been introduced to exams as well as in lessons to support learning and access arrangements.

Element 3: Learners Attitudes, Values and Personal Development

The PASS survey was repeated as a measurement of pupils' attitude towards learning. From this Governors led an investigation into the love of learning and deepening knowledge. One of the governors told me how they had discussed this during their meetings. Student leadership has been strengthened by starting a peer coaching programme involving 6th formers while the student council continues to thrive with involvement in new staff induction, interviewing potential candidates and speaking at a business breakfast. The Academy has also established charitable organisations that they support such as the Aston food bank and a school in Cambodia. 6th form students have had the opportunity to visit universities such as Oxford and Cambridge. The Royal Jubilee Trust has worked with pupils on the Tall Ships project which involves pupils participating in a sailing expedition. The PDP programme also enhances the opportunities for pupil engagement and motivation.

Element 4: Learner Progress and the Impact on Learning

The Management console along with the Assessment Manager programme tracks individuals and groups of students' progress. All middle leaders are required to produce a report using this information that identifies strategies used for key groups of students and their progress. The data and reports are used to identify and signpost key students that require Academic or Pastoral interventions. The LAMDA exams successfully impacted upon developing speaking and listening skills of Key Stage 3 learners. I had the pleasure of listening to two Y9 pupils perform their poem, a delightful way to begin my day at The Broadway. Access arrangements are used for internal exams to ensure reasonable adjustments are made to support with attainment. The Language and Literacy continuum has been introduced to the whole school assessment criteria to track and support SEND pupils and low attaining pupils. There is the ambition that the school will be the best in the country for progress 8 by 2020 and curriculum plans are being reshaped to achieve this.

Element 5: Teaching and Learning

The triad system continues with a cross directorate approach and half termly focuses. Leadership roles are developed through CPD and development opportunities for staff at all levels. These include Middle leader courses, Senior Leadership projects, training, research projects, and Masters Level courses. The lead Practitioners within directorates are able to focus upon areas of education to improve pedagogy and practice as well as staff expertise. The partnership with Titan continues to support teaching and learning. Senior Leaders have also attended conferences focused upon their leadership areas such as inclusion, character development and values as part of the Titan programme and include international practices. The quality of marking is scrutinised at directorate

and SLT level to identify best practice. There are links with Universities across the school to extend CPD opportunities.

Element 6 Parents, Carers and Guardians

A senior leader has been appointed to ensure that all parent communications are improved and any concerns are resolved immediately. Parents are confident that their views are valued and supported as highlighted in questionnaires. A Family Skills programme is due to commence to support parents for who do not speak English. Transition for SEND pupils includes a parental session as well as trips with parents to Post 16 provision for pupils. The use of trainee social workers has contributed towards supporting parents with key areas of need outside of school to further reduce barriers to learning and develop working partnerships with parents and carers. Parents are part of the e-safety committee. A restructuring of the Pastoral system also allows for enhanced work with parents.

Element 7: Governing Body and Management, External Accountability/Support

Governors set the strategic direction of the Academy and are a visible presence at the Academy with regular visits throughout the year. They have also participated in inspections and have had a strategic involvement in new developments and areas of practice. Governors led on the work and activities around the topic of the love of learning and deepening knowledge. They are aware of any gaps in attainment and progress and engage in strategies that are implemented to narrow such gaps. The Inclusion Governing committee meet regularly and also visit the school to continue to support staff and pupils. Reviews of key areas are also discussed with governors who advise on next steps. Governors hold the Head teacher to account and are actively involved with decisions that are made.

Element 8 The School Community

The Head teacher and Head of R.E attended the House of Commons to discuss the work that the Academy has been doing on extremism and radicalisation. The Academy has received an anti-bullying award for SEND. The Academy will begin a Post 16 theology course, the first of its kind, to enable pupils to study towards a qualification to become a Faith leader. The Academy collaboratively are working with universities and schools across the city as part of the course delivery and design. The Head teacher has visited Mosques in the local community to discuss issues affecting pupils, the institution of the family and the local community. Staff induction has been enhanced so that all new employees have an understanding of the Academy's inclusive practices and also the Core Values of the Academy, DR ICE, impact marking and the Pupil Support team. Incentives for learning have been explored as part of the new award system. In discussion with a range of staff, including the Headteacher, the school's success in protecting their children from radicalisation and extremism was outlined. Given the recent and pointed criticism made by HMCI of this issue in

Birmingham, it highlights the remarkable achievement that The Broadway Academy has cultivated through its values driven ethos.

The Broadway Academy is a vibrant, very welcoming, forward looking and outward looking school. The tone is set by the Headteacher and his senior leadership team, all of whom have high expectations and ensure that the supportive, caring and inclusive framework is maintained.

During my visit I was able to experience the inclusive ethos and culture that pervades and is palpable. Pupils are valued for who they are and what they can become. As the school motto declares: "Our children, Our community, Believe it can be done!"

On the hottest day of the year so far, I enjoyed my visit and it was a pleasure to meet staff and pupils who were all extremely supportive of the school. I was impressed by the welcoming nature of the school, the friendliness of the pupils and the dedication of staff.

Having completed a thorough and full review and having discussed and agreed the targets cited above, I am of the opinion that The Broadway Academy should be re-awarded Centre of Excellence status for another year.

Assessor: Barry Carney

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Assessment Commentary on COE Action Plan for 2016 – 2017 (Review 2)

Develop enquiry based CPD opportunities that include:-

- *In collaboration with University of Warwick, a doctoral thesis on ethos and values to be completed by the newly appointed Head of RE.*
- *Include both teachers and teaching assistants in CPD that align with the recently published 'Standards for Teachers' Professional Development'.*
- *Capture the results of CPD through the introduction of a journal of teaching and learning which can then be used to disseminate good practice.*

The school should continue to build upon the already extensive and effective CPD provision by ensuring that it is supported by robust evidence of what works, develops knowledge and skill and is "...steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best teaching" (Standard for teachers' professional development).

The school should also develop The Pupil Support Team working practice regarding planning, assessment and review and how this impacts upon learning.

Explore opportunities to broaden pupil leadership.

It was a pleasure to meet members of the school council and also hear about the work of VI formers who act as mentors to younger pupils of the school. Nevertheless, there are opportunities to develop ambassadorial and leadership roles more widely across school. It was very clear in my meeting with the school council, that the school helps pupils to develop leadership qualities very effectively. The school should consider how best they can do this ensuring that there is real purpose to any new roles created and that they contribute pupils' and school development in a meaningful and rewarding manner.

Develop the Pupil Support Team to further enhance parental engagement.

The school is clear that it needs to develop a number of parent support groups such as the Signet Group (support for parents of children with ASC diagnosis). Developing support perhaps through ESOL could be a way in which to engage parents in a supportive and relevant manner. Further to this, the school should explore the Family Skills project to teach EAL parents English to support with home learning which is an initial 10 week programme.

Continue to develop strategies to ensure that all pupils become effective independent learners leading to sustainable, outstanding progress.

Whilst gaps between groups of pupils continue to narrow at the same time as achievement improves, the school is determined to improve performance still further. Ofsted identified a number 'of next steps' which the school is tackling very well. It is clear, that the school intends to achieve sustainable improvement rather than



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superficial, short lived success. To this end, they see that developing pupils' ability as independent learners is key.

Sources of data

Meetings with a Governor, the Headteacher, Deputy Headteacher, Assistant Headteachers, Lead Practitioners, SENCo and the School Council. Review of relevant documentation, meeting with pupils, school website and the Broadway Management Console.

Recommendation

Having completed a thorough and full review and having discussed and agreed the targets cited above, I am of the opinion that The Broadway Academy should be re-awarded Centre of Excellence status for another year.

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