

Broadway School

Inspection report

Unique Reference Number	103511
Local Authority	Birmingham
Inspection number	355398
Inspection dates	26–27 January 2011
Reporting inspector	Ceri Morgan HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1205
Of which, number on roll in the sixth form	143
Appropriate authority	The governing body
Chair	Joe Cahill
Headteacher	Ronald Skelton
Date of previous school inspection	16 April 2008
School address	The Broadway Perry Barr Birmingham
Telephone number	0121 464 8834
Fax number	0121 464 8839
Email address	enquiry@broadway.bham.sch.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and four additional inspectors. They observed 52 lessons taught by 52 different teachers. Inspectors held several meetings with different groups of students, senior staff, representatives of the governing body, and a telephone conversation with the School Improvement Partner. They also observed the school's work, and looked at a wide range of key strategic documentation and a small sample of students' work. They also considered the questionnaires received from staff, students and 175 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Provision for students with special educational needs and/or disabilities, including the impact of any additional support.
- The achievement of Pakistani boys and all sixth form students.
- How well the school works to promote community cohesion.
- The role of the governing body and middle managers in securing ambition.
- The degree to which the provision for gifted and talented students reflects high expectations.

Information about the school

Broadway School is a larger than average sized comprehensive school serving an area of significant social and economic disadvantage. The school currently operates on two sites but is about to move into an impressive brand new £21 million campus. The inspection took place only four weeks before the move was due to commence. The proportion of students known to be eligible for free school meals is well above the national average. The proportion of students with special educational needs and/or disabilities is well above that found nationally, although the proportion with a statement of special educational needs is closer to the national average. Almost all of the school's students are from minority ethnic backgrounds and speak English as an additional language. The majority of students at Broadway are Pakistani and Bangladeshi, with a sizeable minority of Black and Indian students. The school was awarded specialist languages status in September 2005. The school currently holds an extensive range of nationally recognised awards, including Investors in People status, and was recognised by the Department for Education as one of the most improved 100 schools nationally in 2010. The school was monitored by Ofsted in June 2009 and judged to be making good progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Broadway is a good school. It has a vision, made very visible around the site on posters and TV screens that it is on a journey to outstanding. It is well along the road on that journey, and already has many outstanding features. It is now amongst the top third nationally in terms of the progress made by students between the ages of 11 and 16. The proportion of students who attain five A*-C grade at GCSE has risen from 42% in 2008 to 75% in 2010. Students who achieve 5 A*-C grades including both mathematics and English has also risen from 31% in 2008 to almost half in 2010. This represents an impressive increase in attainment, expectations and thus life opportunities for all students. There are no significant differences in the performance of different groups of students. Those with special educational needs and/or disabilities make equally good progress, as do those recognised as gifted and talented. The number of students staying on for the good sixth form is increasing in line with the expanding range of courses available to them, both vocational and academic.

The aspects of the school that are already outstanding include attendance, students' social, moral, spiritual and cultural development, the care, guidance and support students receive and, crucially, the promotion of community cohesion. This last aspect is used as a key lever for school improvement and underpins all else that is done. Partnerships with the local community and wider international links are outstanding. Students appreciate the importance of this and respond well to the various initiatives and projects. The outstanding contribution to this ethos by the headteacher is behind the rapid improvement.

The school's success is recognised by students and the wider local community. Students are proud of their school and every student who responded to their survey indicated that they enjoy school and feel safe. They also feel that the headteacher and staff do a good job. These very positive comments are echoed by parents and carers and the staff. Behaviour is good, with examples of some exemplary attitudes to learning. The governing body and staff go the extra mile to support students, including through weekend, early morning and summer school classes for students who wish to attend. Healthy lifestyles are promoted well, partly through sport, which has high participation rates, and anti-smoking and drugs awareness sessions. The specialism of modern foreign languages is used well to improve provision generally.

The school's capacity for sustained further improvement is outstanding at the most senior levels but good overall. Its rapid improvement is generating some variation in quality in key areas of provision. Teaching is good but noticeably better in some subjects and classes than in others. Whereas relationships, subject knowledge and questioning skills are strong, there are occasions when teachers limit the opportunities for students

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to explore ideas in depth, or develop spoken English skills through extended replies. The quality and rigour of monitoring by middle managers are also variable. Although now a routine part of wider self-evaluation, monitoring is sometimes only loosely related to school key priorities and is not always used effectively for further professional development. The good curriculum has been through significant recent revision, especially for students aged 16-19, and now offers clear choices for students. Strong partnerships with many other providers, including the college of further education, are helping to widen the options available. A particular contribution is the school's approach as an international school, which does much to promote an outstanding understanding of communities elsewhere in the United Kingdom and abroad. A moving example of how this works in practice is a recent 'faith-walk' in which students walked from synagogue to mosque to church to gurdwara in sub-zero temperatures to help raise funds for the Pakistan Flood relief campaign.

What does the school need to do to improve further?

- Raise the quality of teaching and learning so that the vast majority of lessons are at least good and more are outstanding, by:
 - spreading existing best practice to iron out the variation in performance between subjects
 - providing students with more opportunities to explore ideas in depth, and taking every opportunity to consolidate their speaking skills
 - ensuring that monitoring by middle managers is rigorous and closely focused on school priorities
 - providing further professional development opportunities linked to the outcomes of the increasingly rigorous monitoring of leaders.

Outcomes for individuals and groups of pupils**2**

Students start school with attainment that is well below average, especially in core literacy skills. However, their progress, including during lessons observed was typically good and attainment is in line with national averages by age 16. There is some variation between subjects. Amongst the successes are science and the specialist area of modern foreign languages. Attainment in English and mathematics is broadly average and rapidly improving, with a trajectory to continue the improvement in coming years. However, the lower literacy skills of some pupils are evident in lessons, and not all staff focus enough on honing these skills.

There is no significant difference in the performance of the various heritage groups within school. Students with additional special educational needs and/or disabilities do well, but largely as a result of careful intervention and additional lessons rather than the use of teaching assistant support, which is not extensive. Students show very positive attitudes to learning in most classes and behaviour is good, albeit better in lessons than around the site. Most are respectful and supportive of each other and say that incidents

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of bullying, either racist or otherwise, are minimal and dealt with promptly and with rigour by the school. Students feel safe with 92% saying the school works hard to ensure their safety, including on-line safety.

A key strength of the school is its outstanding ethos, which pervades all that is done via a carefully tailored spiritual curriculum and frequent opportunities to encourage moral reflection. These are often supplemented by external speakers and significant enrichment experiences to understand the local and, particularly, international cultural dimensions. The commitment of students to this ethos is seen in their hugely improved attendance rates. These have risen rapidly from low to above average within two years. A mix of rewards, weekly monitoring and occasional sanctions, backed up by pastoral and medical support, is ensuring high levels of punctuality. Persistent absent rates are dropping and the school discourages term-time holidays to avoid the disruption to students' education. In essence, however, students attend because they value the education they receive and its relevance to their lives. This, together with good business and enterprise links, especially for students up to age 14, contributes to a good preparation for the workplace, despite satisfactory literacy and numeracy skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teaching is good. Over 50 lessons were observed during the inspection and none were inadequate with around 75% being judged as good or better. This mirrors almost exactly the school's own monitoring. Common strengths of teaching include the relationships between students and adults, the use of new technologies, the attention to exam criteria and teachers' own subject knowledge. Students are routinely involved in assessing their own work, albeit using methods of variable quality. The school has worked hard recently to develop teachers' questioning to enhance assessment and promote high challenge. This is working well in many classes, but not all. Occasionally, teachers focus on covering the planned lesson content at the expense of greater opportunities to address misunderstandings or for students to speak and discuss at length. Marking is usually developmental and constructive in tone, but is variable in quality and not always fully up to date.

The curriculum is enhanced by a wide range of additional activities and experiences. These include international opportunities and the chance to hear inspirational speakers and take positions of responsibility, including in the wider community, for example by leading sports clubs and concerts.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The strategic leadership and vision of the headteacher, with the support of a strong senior team, are outstanding, but there is some variation at middle management levels and across some departments. The link between the monitoring of middle managers and subsequent staff development is emerging rather than secure.

The governing body is hugely committed to both the school and the local community, and ambitious on behalf of both. This is translated into action by, for example, the time it has given to securing a new campus, new inward investment, good equality of opportunity and community engagement, and safeguarding procedures that are examples of the very best practice. The Chair of Governors has a key role in linking the school and the community - a role he conducts with integrity and knowledge. The governing body knows the school well and has itself received awards for the management of change. It does not yet fully evaluate the impact of its various plans or contribute to the initial thinking on key strategic documents. However, the way it

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promotes community cohesion through a wide range of inter-faith work, practical activities within the community and beyond is outstanding. This work threads throughout all the school achieves.

Variation caps the capacity to sustain improvement, which is good. The school recognises that sustaining the huge improvement already made is the next challenge, but senior leaders are rigorous in their evaluation and know the school's relative strengths and weaknesses well. They have helped steer the school through a significant rise in attainment, expectation and ambition while securing new premises by innovative deployment of resources. As a result, although outcomes remain good at present, value for money is outstanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Sixth form

The sixth form is currently experiencing buoyant recruitment levels. Historically the sixth form offered traditional courses and students made satisfactory progress, but the school has added capacity to leadership in the last year and, as a consequence, current attainment and progress are now good. The recent revisions to the curriculum have improved the range of courses on offer and their relevance, particularly by increasing vocational options. Students say they have opportunities to make a good contribution to the wider school, take positions of responsibility and enjoy their time in the sixth form. They benefit from some exciting opportunities, such as a trip to New York. A particular success is the significant reduction in the number of students who leave school and do not go on to employment or further education.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The parents or carers who returned the questionnaire showed overwhelming support for what is being done. Over 96% say their children enjoy school and that teaching is good. They appreciate the high quality of leadership and say this helps prepare their children well for the future. A small minority would like to see a stronger emphasis on promoting healthy lifestyles and a quicker response to their concerns or suggestions. Inspectors investigated these concerns, but judged provision for healthy lifestyles to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadway School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 175 completed questionnaires by the end of the on-site inspection. In total, there are 1205 pupils registered at the school. Not all respondents answered every question.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	33	110	63	2	1	4	2
The school keeps my child safe	51	29	116	66	6	3	0	0
The school informs me about my child's progress	58	33	100	57	15	9	2	1
My child is making enough progress at this school	46	26	115	66	7	4	2	1
The teaching is good at this school	55	31	113	65	4	2	2	1
The school helps me to support my child's learning	60	34	100	57	11	6	3	2
The school helps my child to have a healthy lifestyle	46	26	108	62	18	10	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	37	100	57	5	3	1	1
The school meets my child's particular needs	54	31	105	60	9	5	3	2
The school deals effectively with unacceptable behaviour	75	43	80	46	16	9	1	1
The school takes account of my suggestions and concerns	38	22	111	63	15	9	4	2
The school is led and managed effectively	55	31	104	60	11	6	1	1
Overall, I am happy with my child's experience at this school	65	37	103	60	5	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 January 2011

Dear Students

Inspection of Broadway School, Birmingham, B20 3DP

I am writing to inform you of the findings from the recent inspection at your school. However, on behalf of the inspection team, I would like to thank those of you who found time to speak with us, giving their views, as well as those of you who completed the survey.

We found that your school is good with many outstanding features. It is rapidly improving and ambitious to fulfil the aim of being 'on a journey to outstanding'. It already has many outstanding features.. Your own contributions of high attendance, good behaviour and ambition are crucial to this improvement. A particular strength is the way you and staff contribute to community cohesion. The inter-faith work is influential in building constructive relationships between groups in school and in the wider community. Clearly the school is led and managed well and, as many of you were keen to tell us, teaching is good. Many of you appreciate the extra efforts teachers make to help you succeed through additional classes after school or at weekends.

We have asked the school to consider ways of making all subject directorates as good as the best. We have asked the school to do this by ensuring greater consistency in the way subject leaders monitor their own subjects, and using this information to provide additional training for those who may need it. This is in the context, however, of a successful and rapidly improving school.

We would like to wish you all well in your studies and future careers.

Yours sincerely

Ceri Morgan

Her Majesty's Inspector

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