



Annual Evaluation for the IQM Flagship Project



School: Broadway Academy
The Broadway
Perry Barr
Birmingham
B20 3DP

Head/Principal: Mr Ron Skelton

IQM Lead: Ms Nicola Bailey-Nicholls

Date of Review: 23rd, September 2021

Assessor: Jane Flynn

IQM Cluster Programme

Cluster Group: Inclusion Allsorts

Ambassador: Sandie Isherwood

Sources of Evidence during IQM Review Day:

- Academy Self-evaluation document
- Academy SEF
- Summary of Ofsted Evidence
- Academy Website

Additional Activities:

Learning Walk of Academy

Meetings with:

- IQM Co-Ordinator
- Headteacher
- Deputy Headteacher: Deep Coherence
- Director of Humanities
- Deputy Headteacher: Deep Academics
- 3 Assistant Headteachers: Deep Academics
- Members of Student Council
- 2 Assistant Headteachers: Deep Experience
- 2 Academy Governors
- Members of Deep Support Team



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Evaluation of Annual Progress towards the Flagship Project

Broadway Academy's Flagship project is focused upon supporting Inclusion through Outdoor Education. The emphasis during 2020-21 has been upon developing the character of all students through an effective and robust Character Development Curriculum.

Prior to 2020, all students at Broadway Academy, situated in inner Birmingham, were provided with a hillwalking/outdoor exercise experience in various locations. However, to secure regular opportunities for outdoor education to be fully embedded in the whole Academy's curriculum, in 2020, Broadway secured a 5-year lease on 'Island Pool', a large outdoor area, comprising lake and woodland in Worcestershire. It is to the Academy's credit that it pursued its aim to use this facility for the education of its students, despite the challenges presented to all by the COVID 19 pandemic.

The commitment to this major project and curriculum development strategy was evident in the discussions which I had with various stakeholders.

The Chair of Governors, a former councilor, used to oversee the 'Guns and Gangs' strategy for Birmingham and fully endorses the importance of students having experiences outside the inner city. Governors have visited Island Pool themselves and have subcontracted a former SENDCo to work at the Centre with students. The Head of Radley College, an independent boarding school in Oxfordshire, is also a governor of the school and leadership has creatively worked in partnership to develop an exceptional range of links with Radley, to promote social cohesion and character development. These have included students from both school's sharing a Pool Island experience.

As Island Pool is under lease as part of Broadway Academy, the Academy was not restricted by offsite visit rulings relating to the pandemic and staff were determined that it should be used to support students' wellbeing and education during a very disrupted period.

Consequently, all students from years 7-13 have engaged with a minimum of 1 day at Island Pool, participating in outdoor activities in some shape or form. Students with whom I spoke enthusiastically reported that they had a positive experience and one member of the Student Council assertively stated, "It's really good. We should have more outdoor learning...you learn a lot ...it makes people feel better ...people behave better." There are plans to provide opportunities for *all* students to experience an overnight camping activity in addition to 2 trips in year 7.

Broadway has invested in leadership training for students. Mark Herbert, author of 'I am a Leader', has conducted training with the Academy Council at Island Pool. In addition, he has worked with a group of SEND students with Social, Emotional and Mental Health difficulties at the venue across a six-week period. This will be developed as students who attend the Refocusing Room will have the opportunity to attend Island Pool at least once a week during the next stage of the project.



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A group of vulnerable year 7 students participated in a pilot study at Island Pool involving a programme designed to develop resilience and teamwork. Feedback was so successful that 2 cohorts will participate during this academic year and will produce a portfolio based upon skills learned. The Centre will also be used as a 'therapeutic response' to students experiencing anxiety, depression and/or self-harm.

Physical activities have included Bushcraft, den building, canoeing and raft building.

A significant positive impact has been noted upon students at risk of exclusion and/or Alternative Provision. Since the introduction of the Island Pool programme for these students, data has shown a reduction from 27 to 8 students on an external Alternative Provision programme. Most have continued to follow an appropriate curriculum at Broadway. The fixed term exclusion rate is 3.7%, which is below national average.

Whilst Island Pool developments have been taking place, Broadway has continued to offer and financially support the Duke of Edinburgh Award at Bronze, Silver and Gold Levels. Approximately 10% of students currently complete the Award at one of the levels. It is hoped that confidence developed through visits to Island Pool and a familiarity with outdoor education will encourage more students to participate in the Award programme in future. Broadway staff also continue to support other Academy's in running the programme.

An Outdoor Education Co-Ordinator has now been appointed and outdoor educational experiences are checked using the SIMS Activity module as part of the recording of students' participation in 'Deep Experiences'. A variety of outdoor equipment and clothing has been acquired to support a range of activities, so that no child is excluded on financial grounds.

Broadway is to be commended on the progress made to date in developing Outdoor Education for its students during a challenging year.



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Agreed Actions for the Next Steps in the Flagship Project:

The next year of Broadway's project is to develop Island Pool's capacity to provide further courses for all cohorts of students, including the most able, SEND groups and disadvantaged groups etc. This will be within the overall context of improving *'the understanding, skills, values, well-being, personal and social development to enhance students' capacity and motivation to learn.'*

- **All departments to include reference to Pool Island in their curriculum development plans by:**
 - collaborative sharing of ideas.
 - outdoor learning embedded in curriculum plans.
 - depth and breadth of curriculum to ensure high quality education.
- **Commence development of Farm School by:**
 - costing to facilitate learning opportunities.
 - selection of relevant courses to deliver on site. Include Level 1 Animal Care, ASDAN Units, AQA Units.
- **Offer outdoor provision to other Academy's by:**
 - Creating an offer to circulate to other local Academy's.
 - Showcase Exhibitions for schools, Academy's and Community groups.
- **Refocusing Room Project to:**
 - Further develop a range of activities for students at risk of exclusion.
- **Student Personal Development to:**
 - Further development of range of activities to facilitate the development of leadership skills, resilience, teamwork.

The Impact of the Cluster Group

Broadway was involved in 3 Cluster meetings (all virtual) during 2020 - 2021.

Topics included:

- Various strategies to support staff and student wellbeing during COVID pandemic.
- Journey to becoming a Flagship School.
- Gleaning of ideas on strengths and difficulties of managing lockdown.
- How to engage further with the cluster group in 2021-2022 and identification of themes.



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Overview

Broadway Academy continues to address educational inequality and inclusion through social mobility in its provision of engaging, motivational experiences which support high educational standards and raise attainment in the classroom.

The Academy's holistic approach to the educational experience comprising Character Development, Curriculum Excellence and Community Coherence is achieved through an exceptional approach to weaving these three elements throughout the Academy's provision. This is facilitated by passionate, creative, committed leadership and clear systems and structures understood by all stakeholders.

All staff are encouraged and supported in seeking opportunities for students to extend and deepen their learning experiences. Therefore, young people are provided with ongoing opportunities and support to become confident, self-leaders, develop their own positive characters, make good decisions and avoid negative temptations which exist in their environment. The tutor programme and assemblies continuously promote values of responsibility; respect; integrity; inclusivity; aspiration; appreciation; generosity and optimism. These are underpinned across the curriculum in all areas.

The Student Council members with whom I met represented the 3 individual 'ministerial' areas of Wellbeing, Enrichment and Academic experience. They described how they worked with students and how their function is to support and promote high quality learning opportunities for everyone. The maturity of the students was notable and they spoke positively about the Academy's links with Radley College and the teaching they receive at Broadway: "Teachers really help students to understand...teaching is brilliant...we have excellent books and resources... teachers are always willing to give up time... they did so much in lockdown.'

Students learn that talking, listening and debate are at the heart of understanding, responsibility, and social cohesion and this is very much part of the ethos of the Academy. Visits and discussions with Radley College students have, in addition, been complemented by work with MUSALAHA UK and John Drake MBE. 'Women of Distinction' worked with Broadway students in discussing the Israeli/Palestinian situation as part of their tour, the impact of which was to greatly enhance students' empathy, emotional literacy, and factual understanding. The importance of inclusivity, deep thinking, mutual understanding and social cohesion is also reflected in the leadership's decision to ensure that all students study RE from year 7 to year 13.

Broadway's commitment to excellent teaching is manifested in its 'Teach Like a Champion' strategy. The T&L, Assessment and CPD policies are all highly user- friendly and their manual-like structure ensures that there is an emphasis upon classroom practice. This focusses upon knowledge, recall and application. There is a forensic approach to monitoring practice of departments, staff, and students, identifying both strengths and any need for support. These are brought together in Raising Achievement Plans (RAPs) and Department Action Plans (DAPs) following each termly data drop. Differentiated CPD for staff supports robust monitoring of performance and ongoing personal practice and career development. The efficiency and effectiveness of these



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policies in practice is evident in positive value-added data. This is also reflected in the Academy and classroom environments, which exude support with active participation, academic knowledge, application, and artistic achievement - all endorsed by students' healthy response to their learning. In the classrooms I visited, they were engaged and many responded enthusiastically to questioning, demonstrating their acquired knowledge and understanding.

Identification of need and appropriate intervention are inherent within the delivery of Broadway's Curriculum. A panel consisting of key Senior Leaders and Student Support Managers of each year group meets weekly to discuss individual students' needs, support and progress. The Academy draws upon a full range of external services and works in partnership with each of them to support individuals, groups of students and families. 13 Broadway staff have been specifically trained in Mental Health First Aid for students and are currently being trained to work with adults. A counsellor has been employed for three days a week but, in the wake of the pandemic, this is being increased.

Monitoring and support of students' learning during lockdowns was rigorous. Lessons were delivered online and SEND students continued to receive personalised and small group tutoring via breakout facilities. Data records reveal that approximately 34,000 calls were made to check on students' wellbeing and engagement in learning. Home visits also took place when there were concerns and there were links with social care and other relevant community support agencies. Staff organised and delivered food parcels to families. If it was perceived that a student was becoming vulnerable, they were brought into the Academy to resume education in appropriate conditions. The local community has been particularly negatively affected by COVID 19 and the Academy has managed bereavements, poverty and disruption with respect, sensitivity and support, in accordance with the desires of individuals and families.

Broadway continued to ensure that all students were advised, guided and supported in transition to college and Post 16/ Post 18 pathways. It continued to implement its normal full range of strategies as far as possible and, consequently, the Academy was awarded the Careers Quality Mark in 2020 and had no NEETS in 2021.

A priority of the Academy is ensuring that good academic literacy is a 'passport' to achievement and high attainment for its students. A summer school was provided for Pupil Premium students and those with SEND to counteract negative effects of not being in school for long periods of time. The emphasis on reading is evident with regular reading time on Fridays, targeted support for those students requiring it, books given to all students to read during holidays and a relentless drive to bring authors into the Academy to motivate and inspire. LAMDA examinations are also offered and students gain much in terms of literacy development, general knowledge and personal confidence through participation in these. The latter reflects a culture of continuing to seek and develop even further opportunities for students to have rich experiences, comparable with those accessed by young people from more privileged backgrounds and different environments.

Broadway students participate in a range of sporting activities and there is an increasing number of girls participating in co-curricular activities. They were able to



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attend the football Euros at no charge. Strong links with Sport England and Birmingham based professional basketball, football and cricket teams, alongside Birchfield Harriers Athletics Club, mean that Broadway students have access to top class, professional coaching and the Academy has established a very highly regarded Sports Academy for representative sport. This has attracted students not only locally but also from the independent sector and 'leafy suburbs' to join Broadway Academy at Post 16 level. years 12 and 13 have become more socially and ethnically diverse, embedding inclusivity and social cohesion.

Similarly, an ethos and curriculum which promote and facilitate high standards have enabled Broadway students to achieve and have choices within society. Links with Radley and Atlantic Colleges have led to some high attaining students accessing scholarships for 6th form studies in those Academy's.

Staff turnover is low. Those I met all shared enthusiasm for ongoing development and a desire to look and deliver holistically in order that students are 'fit to learn' and can achieve. This starts with being safe and responsible human beings who can develop knowledge, skills and experiences which enable them to have a range of choices and contribute positively to their communities - local, national and global. The next stage of Broadway's plan in developing a countryside Farm School provision reflects the ongoing creative approach to a fully inclusive educational experience for its students. It should also be noted that the Academy serves as a hub for its local, inner Birmingham community, as the building and facilities are used by 50,000 people per year.

The 'warp and weft' of a challenging academic curriculum, well delivered and supported, combined with an extensively broad and diverse co-curriculum which extends and deepens students' experience and understanding, whilst promoting character development and confidence, is testament to Broadway's exceptional approach to holistic and inclusive education for all.

The successful impact of the above was manifested in a young Muslim female student who sang solo and unaccompanied to me as I arrived to conduct the review. Her performance, particularly so early in the morning, was superb and her response in subsequent discussion reflected a humble but healthily assured confidence, no doubt derived largely from her positive educational experience at Broadway. It was a delight!

I have no hesitation in recommending that Broadway Academy retains its IQM Flagship status.

Assessor: Jane Flynn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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