

Broomfield School

Inspection report

Unique Reference Number	102056
Local Authority	Enfield
Inspection number	376663
Inspection dates	5–6 October 2011
Reporting inspector	Daniel Burton HMI

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,284
Of which, number on roll in the sixth form	175
Appropriate authority	The governing body
Chair	Michael Walsh
Headteacher	Angus Walker
Date of previous school inspection	22–23 October 2008
School address	Wilmer Way London N14 7HY
Telephone number	020 8368 4710
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Age group	11–18
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 42 lessons and 42 teachers. Meetings were held with staff, groups of students and the Chair of the Governing Body. Inspectors observed the school's work and looked at policies, the school's own analyses of data, its self-evaluation, the school improvement plan, and 200 questionnaires completed by parents and carers. They also looked at questionnaires completed by staff and students.

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

- Achievement in science.
- The quality of learning and progress for boys in lessons and over time.
- The impact of teaching, assessment and the curriculum in meeting the needs of lower-attaining students in the main school and the sixth form.
- The effectiveness of leaders and managers at all levels in driving up achievement.
- The accuracy of the school's self-evaluation with regard to the impact of provision on outcomes for students.

Information about the school

Broomfield School is a larger than average secondary school. The very large majority of students are from minority ethnic backgrounds and almost half speak English as an additional language. The range of backgrounds is very diverse with students of White British, Black Caribbean, Greek and Romanian heritage forming the largest groups. The proportion of students known to be eligible for free school meals is almost twice the national average. The proportion of students with special educational needs and/or disabilities is above average. The range of needs includes moderate learning difficulties, behavioural, emotional and social difficulties, and speech, language and communication needs. The school manages specially resourced provision for special educational needs, which currently provides for three students with autistic spectrum disorder. The school is a specialist humanities college.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's overall effectiveness is inadequate because of the following weaknesses.

- The quality of teaching and the use of assessment to support learning are inadequate. While there is some good and outstanding teaching, too many lessons seen resulted in students making inadequate progress.
- The curriculum is inadequate. Provision for high-quality vocational courses is insufficient in Key Stage 4 and in the sixth form. As a result, the curriculum does not adequately meet the needs of lower-attaining students.
- Achievement in science is inadequate. While the proportion of students attaining GCSE grades A* to C in single science improved in 2011, the proportion attaining two GCSE science qualifications remains low and has been so for the past three years. The quality of learning and progress in science lessons is inadequate. Teaching and the effectiveness of leadership and management in science are inadequate. Poor curriculum planning leads to wasted learning time for students undertaking qualifications in separate sciences.
- The sixth form is inadequate. Too many Year 12 students fail to complete or pass their courses. Success rates in sixth-form science are poor. This is a result of inconsistent provision of information, advice and guidance, too much variability in the quality of teaching and a curriculum that does not fully meet students' diverse needs, interests and aspirations.

A failure to correct these weaknesses exemplifies serious inadequacies in the school's senior leadership, which have been exacerbated by significant turbulence at senior leadership level. Decisions taken by the governing body with regard to the senior leadership of the school have hindered the effectiveness of senior management in driving improvement and have caused divisions among staff. Of 38 inspection questionnaires returned by staff, two thirds disagreed with the statement, 'the school is well led', and over half disagreed with the statement, 'governors do an effective job in this school'. Leaders and managers have not been sufficiently effective in addressing the weaknesses in provision and outcomes for students identified during the inspection.

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- The leadership and management of teaching and learning are inadequate. Strategies to share the best practice have had too little impact on addressing inadequate teaching.
- Leadership and management of the sixth form have been ineffective in addressing poor success rates for students in Year 12. Target setting in the sixth form is weak. Students' awareness of their own targets is inconsistent and senior staff do not have sufficient oversight of students' achievement across the curriculum. As a result, leaders and managers are not well enough informed about students' progress to address underachievement quickly.
- Leaders and managers, including governors, have had insufficient impact in addressing weak provision and poor outcomes in science.
- Self-evaluation is wide of the mark and the school has an unrealistic view of the quality of provision. As a result, improvement planning is not sharply enough focused on addressing the most urgent priorities. The school improvement plan is not informed by sharp, measurable targets and clear lines of accountability.

There are some good features in students' personal development and in some aspects of their achievement, with students making consistently good progress in mathematics, for example, and some making good progress in English. Students' awareness of healthy lifestyles and how to keep safe is good. They make a positive contribution to the school and wider community, and respect cultural and religious differences. The specially resourced provision provides good care and guidance for the very small number of students it supports. As a result, these students make good progress in their personal development and achievement.

What does the school need to do to improve further?

- Strengthen leadership and management, by:
 - improving the accuracy, consistency and robustness of self-evaluation
 - increasing the impact of senior leaders in addressing key weaknesses
 - strengthening school improvement planning by ensuring that planned actions are measured against clearly defined timelines and that success criteria are linked, precisely, to measurable outcomes for students.
- Raise attainment in science, by:
 - ensuring there is no inadequate teaching in science and that the large majority of science lessons secure at least good progress
 - ensuring that the science curriculum is sufficiently well planned to enable all students to make good progress
 - ensuring that the leadership and management of science has a clear, immediate and rapid impact in raising achievement in Key Stage 4 and in the sixth form.
- Raise achievement and attainment in the sixth form, by:
 - reducing the proportion of students who fail to pass or complete their courses in Year 12
 - ensuring teachers and students have a clear understanding of students'

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- targets and that progress towards these targets is monitored consistently so that underachievement is identified and addressed more quickly
- strengthening the impact of monitoring and evaluation on outcomes for all students.
 - Improve the quality of teaching and learning, by:
 - ensuring there is no inadequate teaching
 - increasing the proportion of good and outstanding teaching through sharing the best practice seen in teaching and the use of assessment to promote better learning.
 - Ensuring the curriculum at Key Stage 4 and in the sixth form fully meets the needs and aspirations of lower-attaining students.

Outcomes for individuals and groups of pupils**4**

Students' progress is inadequate overall. While it is good in mathematics and at least satisfactory in English, in science it is inadequate and too variable across the wider curriculum, which is ill-matched to students' needs. Students with special educational needs and/or disabilities make similar progress to their peers, as do those who speak English as an additional language. Boys' attainment remains lower than that of girls, although they make similar progress to girls in mathematics and English. The proportion of boys attaining five good GCSE grades, including in mathematics and English, rose to be average in 2011 and was in line with girls' attainment against this measure.

Students enjoy coming to school. They attend well and arrive punctually to lessons. Students feel well cared for and report that school strategies to reduce bullying have had a positive impact over the past year. They say that support staff are very approachable and have played a key role in reducing incidents of poor behaviour around the school. These improvements have had a considerable impact in improving students' sense of well-being, with the result that all groups of students feel safe in school.

While behaviour has improved and is good in some lessons, it remains satisfactory overall. This is because when teaching is less effective, behaviour is no better than satisfactory and is sometimes inadequate. In these lessons, the poor behaviour of a few students, usually boys, hinders the learning of the rest of the group. Teachers are not always equally effective in managing this poor behaviour to ensure that all learners make satisfactory or good progress. However, in the best lessons, students' excellent behaviour makes an outstanding contribution to their learning and progress. For example, in one Year 10 English lesson seen, students thrived in response to well-structured activities which enabled them to collaborate, develop arguments and reflect on the views of their peers. The teacher's high expectations, combined with high quality teaching, ensured that students listened carefully to the views of others and responded well to the challenging questions posed by the teacher. As a result, all groups of students in this mixed-ability group made excellent progress.

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Students’ good spiritual, moral, social and cultural development is reflected in the regular fund-raising they undertake to support charitable causes. Earlier this year, students raised £2,000 to support victims of the New Zealand earthquake. The student parliament and its various committees play a significant role in reporting on the quality of provision in the school, including the quality of teaching and learning. A number of students have received recognition for their work in the wider community.

Despite inadequate achievement overall, preparation for future economic well-being is satisfactory. Students’ attainment in mathematics and English is broadly average and they have well-developed skills in information and communication technology (ICT). Success rates in Year 12 are too low, although the proportion of students not in education, employment or training is broadly average.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

There is too much variability in the quality of teaching and learning. While teachers’ use of assessment information to plan learning is strong in some subject areas, for example in English and mathematics, it is not consistent across the curriculum. There is too much inadequate use of assessment to ensure that learning is sufficiently well matched to students’ prior attainment.

There is some good and outstanding teaching in the school. In the best lessons, learning is very well matched to students’ prior attainment. Well-paced, challenging

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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and inspiring teaching ensured all groups of learners made good or outstanding progress. Teachers’ skills in cultivating positive relationships with students, together with high quality learning activities, ensured that learning time was fully utilised because all students were on-task and keen to do their best.

There are insufficient opportunities for students to pursue high quality vocational subjects in Key Stage 4 and in the sixth form. This, combined with inconsistent teaching, helps to explain incidents of low attainment in Key Stage 4, for example in the proportion of students attaining five good GCSE grades overall and in students’ attainment across their best eight subjects. The level 1 course in health and social care is not matched carefully enough to the prior attainment of all students who undertake this option. In contrast, the Key Stage 3 curriculum offers a broad and balanced experience for all groups of students. Provision in humanities has been tailored to ease transition into the school for Year 7 students. Cross-curricular provision for literacy has proved effective in raising boys’ achievement so that it is more closely aligned to that of girls. The curriculum is strengthened through the humanities specialism, with all students studying for accredited qualifications in citizenship for example. This course plays a significant role in developing students’ employability and in enabling them to make a positive contribution to the school and wider community. Extra-curricular provision is wide-ranging and secures good take-up from all groups of students.

The school’s provision for care, guidance and support has a number of strong features. Specialist support for the most vulnerable students, including those with special educational needs and/or disabilities, those who speak English as an additional language and looked after children, is good. Induction procedures for new arrivals to the United Kingdom are strong and help ensure that students are integrated quickly into the life of the school. Strategies to raise attendance have had a marked and positive impact in securing good attendance for all groups of students. Good support for students exhibiting challenging behaviour has seen the proportion of students subject to permanent or fixed-term exclusion fall significantly to be in line with the national average. The very small numbers of students who receive provision in the specialist resource base are well supported. However, care, guidance and support are only satisfactory overall because too many students are guided onto sixth-form courses that do not meet their needs.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

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The impact and effectiveness of the school’s self-evaluation is severely hampered by insufficient analysis of the impact of provision on outcomes for students. While some incisive reviews with regard to the quality of provision have taken place, the findings have not been taken as a whole to give the school a sufficiently accurate picture of the quality of education provided. Strategies to raise attainment in science have not been effective enough, particularly given the comprehensive external support brokered by the school last year. While a key appointment has now been made to address weak provision in science, it is too early for the impact to be seen in terms of outcomes for students.

The contrasting views of staff with regard to the effectiveness of leadership and management are reflected in questionnaire returns. While staff who spoke to inspectors in meetings were positive about the leadership and management of the school, questionnaire returns reflect poorly on the effectiveness of leaders and managers in creating the shared ambition necessary to secure improvements quickly enough. Governance is inadequate. While governors have a secure understanding of the school’s key weaknesses, they have not had sufficient impact in holding school leaders to account and in effecting the necessary changes. Partnerships have not been sufficiently effective in eradicating underachievement. However, the school’s strong partnership work to provide pastoral care for students whose circumstances make them more vulnerable is an important and successful feature of its provision.

Provision for safeguarding students is well managed. Child-protection training for staff is thorough and informed by accurate assessment of their expertise and training needs. Students have a good understanding of how to stay safe. The school promotes community cohesion well. The school is a cohesive community where diversity is celebrated. Students’ personal development is enhanced by a good range of international links and through work within the local community, for example with a local animal shelter. Strategies to promote equality of opportunity are enhanced by good analysis of the performance of different groups. Gaps in achievement and attainment between boys and girls are narrowing, particularly in the progress they make in English and mathematics. Analysis shows that, while the progress of students known to be eligible for free school meals was in line with other students by the end of Year 11 in 2010, progress was more variable in 2011.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school’s engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

Students' achievement in the sixth form is inadequate because it varies too widely between subjects. Outcomes for students who complete courses to the end of Year 13 are satisfactory and often good. However, too many students in Year 12, and lower-attaining students in particular, do not make satisfactory progress. In 2011, achievement to the end of Year 13 was good in drama, English, music, product design, economics and psychology. Success rates on BTEC courses were good. However, success rates in science, applied ICT, economics and business, geography, and health and social care were poor. While students are given the opportunity to retake Year 12 or 13 courses, this has had minimal impact in raising their attainment. Students with low prior attainment complete too few qualifications in the sixth form.

Teaching is too variable, as in the main school, and has not proved consistent enough to eliminate underachievement.

Sixth-form students make a positive contribution to school life, for example through their work as prefects and through their work to support school productions. The school can point to striking examples of the excellent contribution made by some students to the local and wider community. Students report that they are well supported in preparing applications for university. The school ensures that high proportions of these students progress to employment or higher education. While some students have benefited from exceptional pastoral support, provision of information, advice and guidance has failed to secure adequate success rates in the sixth form. Leaders and managers have not had sufficient impact in addressing inconsistencies in the quality of teaching in the sixth form and in ensuring that provision is fully matched to the needs, interests and aspirations of students.

These are the grades for the sixth form

Overall effectiveness of the sixth form	4
Taking into account:	
Outcomes for students in the sixth form	4
The quality of provision in the sixth form	4
Leadership and management of the sixth form	4

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Views of parents and carers

Parents and carers who completed the Ofsted questionnaires are generally supportive of the school and the quality of education it provides. Almost all parents and carers agreed with the statement, 'my child enjoys school', and 90% agreed or strongly agreed with the statement, 'overall, I am happy with my child's experience at this school'. A number of parents and carers commented positively on the quality of pastoral care provided by the school. However, others raised concerns about the management of behaviour in the school. These concerns concurred with the large majority of questionnaires received from staff. Inspectors judged that behaviour in the school has improved and is satisfactory overall. Nevertheless, occasional poor behaviour was seen during the inspection as a result of inadequate teaching. Questionnaire responses were less positive with regard to the statement, 'the school helps me to support my child's learning'. Inspectors judged the school's work to be good in this area, with good examples of support, for instance, through subject information evenings. Eighty-two per cent of parents who completed the Ofsted questionnaire agreed or strongly agreed with the statement, 'the school is led and managed effectively'. Inspectors looked at this aspect of provision and judged the effectiveness of leaders and managers in embedding ambition and driving improvement to be inadequate. The reasons for this are explained in the appropriate sections of the report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomfield 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 200 completed questionnaires by the end of the on-site inspection. In total, there are 1284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	38	112	56	10	5	2	1
The school keeps my child safe	54	27	133	67	9	5	2	1
The school informs me about my child’s progress	54	27	120	60	21	11	1	1
My child is making enough progress at this school	52	26	116	58	19	10	5	3
The teaching is good at this school	45	23	118	59	23	12	0	0
The school helps me to support my child’s learning	33	17	118	59	35	18	3	2
The school helps my child to have a healthy lifestyle	26	13	132	66	30	15	4	2
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)	35	18	124	62	19	10	3	2
The school meets my child’s particular needs	39	20	122	61	13	7	5	3
The school deals effectively with unacceptable behaviour	50	25	109	55	20	10	10	5
The school takes account of my suggestions and concerns	25	13	122	61	23	12	7	4
The school is led and managed effectively	35	18	128	64	16	8	5	3
Overall, I am happy with my child’s experience at this school	56	28	124	62	11	6	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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:	<p>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.</p> <ul style="list-style-type: none">■ 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 pupils' 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.

7 October 2011

Dear Students



Inspection of Broomfield School, Enfield N14 7HY

Thank you for the welcome you gave the inspection team when we visited your school recently. Here are our main findings, though we hope that many of you will read the full report.

- Your school makes a good contribution to your personal development and well-being. Many aspects of your personal development are good. Your awareness of the importance of healthy lifestyles and how to keep safe is good. We were particularly impressed by the contribution you make to the school and wider community through the student parliament and through your commitment to supporting charitable causes.
- You achieve well in a number of subjects and especially in mathematics, English and modern foreign languages. The proportion of students who attain five good grades at GCSE, including in mathematics and English, is similar to other schools.

However, the plans leaders have made to improve the school have not been effective enough. There remain some important weaknesses in the education it provides.

- While there is some good and outstanding teaching in the school, too much teaching is inadequate. In the less effective lessons, teachers do not manage the behaviour of the class well enough.
- The curriculum is not tailored well enough to meet everyone's needs. There are not enough high quality vocational courses to help raise the achievement of students who prefer more practical approaches to learning.
- You do not make as much progress as you should in science. This is because teaching in science is too inconsistent and the curriculum is not carefully enough planned.
- While many students go on to good universities, too many students fail to pass or complete their courses in Year 12.

The inspection team has judged that your school requires 'special measures' which means it will receive extra help to make the improvements needed. Further visits will be made by inspectors to monitor the progress of the school. All of you can help by maintaining your good attendance and by ensuring your behaviour in lessons is always good.

Yours sincerely

Daniel Burton
Her Majesty's Inspector

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