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13 December 2012

Mr Peter Travis  
Headteacher  
Broomfield School  
Wilmer Way  
London  
N14 7HY

Dear Mr Travis

### **Special measures: monitoring inspection of Broomfield School**

Following my visit with John Worgan and Hugh Betterton, Additional Inspectors, to your school on 11–12 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in October 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may be appointed subject to consultation with the monitoring HMI.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Enfield.

Yours sincerely

**Peter Gale**  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2011**

- 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 have a clear, immediate and rapid impact in raising achievement in Key Stage 4 and in the sixth form.
  
- 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.
  
- 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' 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.
  
- Ensure the curriculum at Key Stage 4 and in the sixth form fully meets the needs and aspirations of lower-attaining students.

## **Special measures: monitoring of Broomfield School**

### **Report from third monitoring inspection on 11–12 December 2012**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher; a representative from the local authority; several different groups of staff and senior leaders; three different groups of students; two members of the governing body including the Chair; and representatives from the local authority undertaking a review of disability and special educational needs during the inspection. Telephone conversations were also held with four Year 11 parents. Inspectors observed 24 lessons including 16 conducted jointly with members of the senior leadership team.

#### **Context**

Since the last Ofsted monitoring inspection in June 2012, the head of English and an assistant headteacher with responsibility for science have left the school. A new assistant headteacher with responsibility for science has been seconded from a local school from September and a head of science has recently been appointed. Permanent staff joining the school in September included a business manager, a deputy headteacher and a teacher of geography. A further 12 agency teachers have joined the school to cover maternity absences and other vacancies, many of whom are likely to remain on a more permanent basis from January 2013. Four trainee graduate teachers have also been placed at the school. Two new members have joined the governing body and new roles and responsibilities have been agreed.

#### **Achievement of pupils at the school**

Year 11 students completing their GCSE examinations in 2012 made variable progress across their subjects. Results in science improved with far more students achieving two good grades than in 2011. English results dipped significantly and this led to a reduction in the number of students gaining five good GCSEs including English and mathematics. The school's information on students' progress shows there is still underachievement in some year groups; for some subjects and for those students identified with special educational needs. For example, progress in mathematics is consistently good or better in Key Stage 3 but Year 9 students are behind where they should be in English and science. Improved teaching, including in science, is accelerating progress in lessons but the school is aware that it urgently needs to close gaps in achievement.

Leaders have instigated a process of collecting assessment information about the progress and achievement of all students every half term. Teachers are increasingly

using this assessment information to plan appropriate learning activities for the range of students' abilities in their lessons. Interventions are put in place when progress is slow or gaps in learning are identified, such as those to support students in Year 11 to complete controlled assessments in English. Additional support to improve science achievement for the current Year 11 has been successful in raising attainment. While the use of progress information in the school is more proficient, inspection evidence raised some concerns about the accuracy of teacher assessments. Lesson observations showed that the class work of some students was at a lower standard than teachers' assessments.

Examinations taken by sixth form students in the summer of 2012 showed that achievement was variable across the subjects and qualifications taken. At A-level, progress and overall achievement was in line with national expectations with good achievement in drama and music technology. However, achievement at AS-level was far more variable, although fewer students failed when compared with previous years. Students studying mathematics and music technology made rapid progress while those completing AS physics, law and geography made slower progress than expected considering their starting points.

The school faced considerable challenges at the start of this term. A large number of sixth form students expected to start courses in September accepted places elsewhere. Timetables were restructured and the school has ensured that all students are enrolled on courses that they can succeed in, even if this has meant running those courses with very low numbers. The school's information shows that most students are making expected levels of progress and achieving well against their targets. Where weak performance is identified, this is being tackled by new sixth form leadership. Students feel that there is a stronger emphasis on achievement and that they have been set challenging targets. Most of the sixth form teaching observed by inspectors was good.

Progress since the last monitoring inspection on the areas for improvement:

- Raise achievement and attainment in the sixth form - satisfactory
- Raise attainment in science - satisfactory

### **The quality of teaching**

Improving teaching has remained a top priority for the school. Significant improvements have taken place since the last inspection. The management of teaching has been restructured under a group of key staff, led by the new deputy headteacher. Leaders effectively monitor, support and identify where improvements need to be made. They have a very accurate understanding of the quality of teaching in the school and are successfully reducing the proportion of teaching that requires improvement. Inspection evidence, a recent local authority review and the school's own monitoring information show that three quarters of teaching is now

good or better with hardly any being inadequate. A small proportion of teaching in the school is outstanding. For example, in a Spanish lesson about the local area and adjectives, the teacher very effectively matched the work to the ability of the students. Due to high expectations and almost all interactions between teacher and students being in Spanish, the students developed fluency and made rapid progress. There are remaining variations in the standard of teaching across and within departments but teaching staff are benefiting from a carefully planned programme of targeted training sessions. Teachers consistently say that training is of a high standard and has improved their confidence and expertise. Additionally, training is providing good support for new and inexperienced staff joining the school.

Most students have noticed an improvement in the quality of the teaching they receive, often linking this to fewer lessons being taught by supply teachers. They feel that some teachers are still better than others and particularly enjoy active lessons where there is less repetition of work they have already covered. Repetition occurs because there have been frequent changes of staff for some lessons. Current teachers do not always take sufficient account of inconsistent gaps in different students' knowledge and understanding in their planning. The increasing proportion of good or better teaching ensures most lessons feature well-judged pace and open questioning that extends students' learning. Teachers do not always provide the correct level of challenge for all students by planning activities that will stretch and support those with different abilities. This limits the amount of progress made by the more able and those with special educational needs in some lessons. Marking to show students how to improve has become much better since September. Most teachers now write clear suggestions for improvement, and expect and receive a response from students.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the quality of teaching and learning – good

### **Behaviour and safety of pupils**

Most students behave responsibly, feel safe and come to school ready to learn. They are articulate and appreciate the changes and improvements taking place around them. However, Year 11 students, in particular, would like a greater say in the development of the school. Students recognise the difference the new headteacher, senior leaders and staff are having. They feel that, due to more consistent staff expectations, behaviour at the school has improved since the last inspection. Assemblies, led by the headteacher, underpin improvement and are used to keep students informed about the high expectations the school has for them. Instances of poor behaviour and lateness are managed in a consistent way and students are clear about the sanctions that are applied. The number of exclusions has risen as a result but students report that the school is calmer and more organised. Tutor sessions have been lengthened to allow more time for literacy support, catch-up lessons and

individual target-setting opportunities. This has been particularly valuable for supporting the new Year 7 students. The same rigour of approach and expectation has also been applied to the sixth form. Attendance and punctuality of students remain a focus for further improvement. Due to the effectiveness and rigour of monitoring, attendance is rising and fewer students are late to school.

### **The quality of leadership in and management of the school**

The senior leadership team has been in place since September and is working effectively together to implement the improvements that are required. Well led by the headteacher, they have clearly defined responsibilities. Three specific teams have been formed: the 14–19 Curriculum Pathways team, the Data Management and Student Achievement team and the Teaching and Learning team. Each team is led by a deputy headteacher. Students, staff and parents feel they have already made a significant difference to the ethos of the school. Self-evaluation is accurate and beginning to move beyond the action plan put in place after the school was placed in special measures. A detailed school improvement plan is in development. Leaders are aware that sharper success criteria, clearer timescales and actions would make monitoring easier for members of the governing body. Departmental self-evaluation and action planning are at an early stage of development within the school. The line management of senior and middle managers has been restructured to ensure a more coherent and effective chain of accountability. This and team-working are improving the consistency of middle leadership by sharing the good practice that does exist in the school. An agreed, rigorous performance management programme has been put in place across the school.

Since the last inspection, leaders have developed a bespoke programme of targeted professional support and training to ensure that the standard of teaching continues to rise and new and improving teachers are appropriately supported. They plan to extend this to provide opportunities for peer coaching to share good practice; this was requested by teaching staff invigorated by the bespoke programme. Leaders are using the improved information systems to plan further interventions to narrow achievement gaps. They recognise that assessments require external moderation to ensure accuracy. This will allow sharply informed judgements about the rates of progress across different key stages, subjects and groups of students.

The curriculum has been broadened at Key Stage 4 and 5 for current students compared with their predecessors. For example, three separate science courses are on offer again in Year 10. The school day has been altered to allow students in Key Stage 5 access to courses offered through the collegiate system; schools in Enfield are working together to offer more Key Stage 5 courses. Considerable work has been undertaken in reviewing, developing and improving the curriculum at Key Stage 4 to allow current Year 9 students to choose from three pathways according to their ability and interests. Senior leaders have thought carefully about time

allocation to different subjects and are seeking creative solutions to ensure that students study lessons that will link with further study or training opportunities.

Leaders have identified that more consideration needs to be given to how the curriculum between Key Stage 3 and 5 will coherently link together; particularly with the changing ability and background of the students entering the school and sixth form. This is especially pertinent to how students with special educational needs or those with English as an additional language can be best supported. The work in this area recognises that, although improved, the current curriculum does not yet best meet the needs and aspirations of all students at Broomfield.

The governing body has reinstated their committee structure and undertaken a thorough review of the current strengths and weaknesses in governance. They now have a clear understanding of the improvements the school needs to make and their part in supporting and challenging senior leaders. This has been possible due to detailed reports provided by the headteacher to the restructured committees. Members of the governing body are increasingly challenging the school leadership to provide more incisive information to ensure they provide effective governance.

Progress since the last monitoring inspection on the areas for improvement:

- Strengthen leadership and management – good
- Ensuring the curriculum at Key Stage 4 and in the sixth form fully meets the needs and aspirations of lower-attaining students – satisfactory

### **External support**

The school is well supported by the local authority, which has completed termly reviews, in partnership with school leaders, of the school's progress. They are currently undertaking a review of the provision for disabled students and those with special educational needs, having identified that this requires improvement to enable them to make more progress. Additional support has now been promised for the external moderation of teacher assessments to ensure school data are secure.