

Broomfield School

Wilmer Way, London, N14 7HY

Inspection dates 19–20 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership and is ably supported by his senior team. As a result, the school has continued to improve since the previous inspection.
- Most students now make at least expected progress or better in most subjects.
- The proportion of students making expected progress in English and mathematics has steadily increased. This progress has been particularly rapid in mathematics.
- The progress of students who speak English as an additional language is better than the national average and is a strength of the school.
- School leaders work with professionalism and care to support all students, particularly those who are more vulnerable. As a result, students enjoy coming to school and feel valued.
- The quality of teaching has improved significantly. A relentless focus on teaching and learning is supported by a programme of high quality training for all staff.
- Students' behaviour is good in lessons. Students are supportive of each other and show courtesy and respect. They have a good understanding of how to keep themselves safe.
- Governors are knowledgeable about their school. They effectively support and challenge school leaders to ensure they remain focused on whole school priorities.

It is not yet an outstanding school because

- The sixth form requires further improvement. Standards are too variable across subjects.
- Achievement in English has not been as rapid as in mathematics.
- Not all teaching is consistently good or better.
- The progress of the most able students is not as good as other groups of students in the school.
- Fixed-term exclusions are above the national average. Attendance is below the national average.

Information about this inspection

- Inspectors observed students’ learning in 34 lessons, including 15 joint observations with senior leaders. In addition to this, inspectors also carried out shorter observations.
- Inspectors observed an assembly as well as tutor periods.
- Discussions took place with the headteacher, senior and middle leaders, the Chair of the Governing Body and several governors, including the governor responsible for safeguarding, the school’s local authority officer and other staff.
- Inspectors spoke to students in lessons and informally around the site at break and lunchtimes. They also met with five separate groups of students.
- Inspectors took account of the 23 responses to the online Parent View survey, feedback from the Year 7 parents’ evening held during the inspection and one telephone call from a parent.
- Inspectors took account of the 62 responses from the staff questionnaire.
- Inspectors observed the school’s work, scrutinised information about students’ achievement, examined records relating to safeguarding, minutes of governing body meetings, behaviour and attendance, performance management procedures, and documents used by leaders to monitor and evaluate the school’s work.
- Inspectors routinely scrutinised students’ work.

Inspection team

Lynton Karmock-Golds, Lead inspector

Her Majesty’s Inspector

Kewal Goel

Additional Inspector

David Gutmann

Additional Inspector

Peter Stumpf

Additional Inspector

Full report

Information about this school

- Broomfield is an average-sized secondary school.
- The very large majority of students are from minority ethnic backgrounds and more than half speak English as an additional language. This is very high compared with other schools. The range of backgrounds is very diverse, with no ethnic group significantly dominant.
- The proportion of disabled pupils and those with special educational needs is lower than other schools nationally.
- The proportion of students who are known to be eligible for the pupil premium, which is additional government funding provided for students eligible for free school meals, is nearly double the national average. Approximately one quarter of the current Year 7 is eligible for catch-up funding for students attaining below Level 4 in English or mathematics at the end of Year 6.
- The school does not meet the government's current floor standards which set the minimum expectations for students' attainment and progress by the end of Key Stage 4. This is because in 2014 the attainment in English fell below the standard.
- A few students currently attend courses offered by other alternative education providers which include West Lea, an outstanding special school based on the Broomfield School site and the Enfield Behaviour Support Service.

What does the school need to do to improve further?

- Improve teaching and raise achievement across the sixth form to ensure that all students meet or exceed their target grades.
- Continue to raise standards across the school, particularly in English.
- Raise the achievement of the most able, by making sure that:
 - feedback engages students in a dialogue about their own learning
 - teachers question students skilfully to encourage them to think more deeply and extend their learning further
 - students are consistently challenged and stretched.
- Improve attendance so that it is above the national average and reduce the number of fixed-term exclusions to below the national average.

Inspection judgements

The leadership and management are good

- The headteacher's belief that all students can achieve is shared across the staff, and drives the decisions taken in the school. The continual improvement in students' achievement since the last inspection has had a positive impact on the confidence of staff and students.
- Teaching is now improving strongly. Leaders do not shy away from addressing underperformance.
- The school's self-evaluation of its strengths and areas for improvement is accurate. Senior leaders have clearly defined areas of responsibility and take swift action to drive improvement. They use information about students' achievement effectively to make sure students achieve well.
- Leadership is not outstanding because leaders' drive to ensure excellence has not yet resulted in a high enough proportion of good or better teaching. As a result, although students' progress is good, it is not as rapid in all subjects, particularly English and humanities.
- The tracking of all students' achievement is thorough. The system provides teachers with clear information to support their lesson planning. Middle leaders receive regular, detailed information about the achievement of different groups of students. This allows them to identify where to put any additional support.
- A good range of interventions provides extra subject specific help. Staff provide support where needed to improve students' achievement or attendance. Senior and middle leaders work effectively with other agencies in a timely way. This is making a difference to students who feel more positive about school. As a result, they attend more regularly and make more progress in their work.
- Middle leaders are now effective in driving up standards. They are supporting their senior leaders well in ensuring all students achieve their best. They use information about students' achievement effectively to make sure students learn well.
- The support and intervention for disabled pupils and those with special educational needs are very effective. Leadership of this area of the school is now strong. As a result, the achievement of these students is improving rapidly. Early intervention, providing timely information to staff and sharing good practice, contributes to teachers and support staff being able to meet the needs of these students effectively.
- Leaders have focused on the development of basic skills to improve students' reading ages and literacy skills. Very effective strategies are in place to support large numbers of students in the school who speak English as an additional language. As a result, these students develop a quick understanding of English and make very good progress from their starting points.
- The management of teachers' and leaders' performance is linked carefully to students' achievement. It is used effectively by leaders to ensure teaching continues to improve.
- The curriculum in the main school and in the sixth form offers a good range of subjects and prepares students well for life in modern Britain. There is a pathways curriculum at Key Stage 4 which offers students three routes. Each route offers a variety of courses appropriate to students' needs and abilities.
- Students enjoy and benefit from a wide range of extra-curricular activities. These include a daily breakfast club and various sporting clubs such as basketball, netball and football. There are music activities such as a rock band, a steel band and a jazz group. There is a daily homework club in the school library as well as many subject activities which support students with their learning or offer them an interest such as the technology club.
- Students explore a wide range of topics in assemblies and tutor periods. They develop a good understanding of social and moral dilemmas and wider global issues. They learn how to keep themselves safe on the internet, live healthily and explore the values at the heart of British society.
- Staff actively promote tolerance and a respect for diversity. This contributes well to the respectful attitudes students show towards adults and each other.
- Leaders use the pupil premium funding effectively to make a positive difference to the achievement of disadvantaged students; these students are now achieving well when compared to their peers.
- Students across the school, including those in the sixth form, receive good impartial advice about where to study. They get good information about work placements and apprenticeships, as well as different courses available at colleges and universities.
- Leaders work hard to involve parents in their child's education. Support for vulnerable students and their families in the community is a high priority. Leaders work closely with outside agencies to provide the best quality support for children and families in need.
- Leaders promote equality of opportunity, foster good relations and tackle discrimination effectively. This

contributes to an harmonious atmosphere within the school.

- Designated staff are persistent in following up safeguarding concerns with relevant agencies in order to provide the best possible support. Every care is taken to ensure that policies to keep students safe are rigorous and up to date with statutory requirements.
- Leadership of the sixth form is improving. Leaders have a clear picture of the strengths and weaknesses. They have shared a detailed action plan with staff and governors review it routinely.
- Regular checks by leaders on students' achievement, attendance and improvements to the quality of teaching all contribute to students making better progress.
- Leaders value the support they receive from the local authority. Visits are carefully planned and provide leaders with detailed evaluations of different aspects of the school's work. Equally, the local authority values the support it receives from the school, particularly as a lead across the borough for English as an additional language.
- **The governance of the school:**
 - Governors share and contribute to the drive by senior leaders. They make sure all students achieve well and are prepared for life beyond Broomfield School.
 - They have an accurate picture of the quality of teaching in the school and a good understanding of the areas where the school needs to improve.
 - Governors use their skills from a range of backgrounds very effectively to hold school leaders to account.
 - They have robust and challenging targets in place for managing the headteacher's performance. They take an active role in reviewing the pay awards of teachers. Pay progression is not automatic, but something that has to be earned.
 - Governors have a secure understanding of how the pupil premium funding is spent and the impact it has on students' achievement. This ensures that the funding is focused on meeting learning needs.
 - They receive regular training either in-house, at external courses or through their annual 'away day' conferences with senior leaders. This has included 'Prevent' training. As a result, they provide effective challenge, as well as support, to the headteacher. All share a keenness to improve the school still further.
 - Governors adopt a hands-on approach. They visit the school regularly to support and monitor progress. They meet with staff and students to discuss a wide variety of issues.
 - They monitor the finances of the school to ensure funding is used effectively and appropriately. The school is currently experiencing falling rolls and has a deficit budget. Governors, with senior leaders and the local authority, are effectively working to reduce the deficit. An independent consultant has reviewed the future Key Stage 3 and KS4 timetable to ensure it is financially sustainable and educationally appropriate. At Key Stage 5 planning has also taken place for the same reasons.
 - Governors are passionate about Broomfield School, proud about the progress the school has made since the last inspection and are extremely confident about its capacity to improve further.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Where teaching is strongest, behaviour is consistently good or better.
- Students and staff have positive relationships, providing a calm and supportive atmosphere for learning in lessons.
- Students are welcoming to visitors and extremely interesting and pleasant to talk to.
- Students look after each other and make sure everyone feels part of the school community. Students say that staff value their contributions. Those students who sit on the student council and the student leadership group spoke highly of their meetings with the headteacher who, in their words, 'really listens to us and cares'.
- Students arrive to lessons on time and with the right equipment. They cooperate with, and have respect for, their teachers.
- Students listen well and work enthusiastically with each other during group activities. Occasionally, a few students need to be directed to complete their work. Equally, not all students receive the challenge they need to keep them interested and engaged fully in their work. As a result, a few students drift off task and become less focused.
- Around the school, students treat each other with courtesy and respect. They look after the environment

and dress smartly in their uniform. There is no graffiti and hardly any litter.

- Permanent exclusions are rare. The number of students who are temporarily excluded has reduced by half. Fixed-term exclusions are given for good reasons, but numbers are still above the national average.
- Some students carry out specific jobs in the school which increase their self-esteem and sense of responsibility. They are proud to wear their badges.
- The attitudes of senior students in the sixth form make a positive contribution to the strong ethos of achievement and success spreading across the school. They are good role models to younger students.

Safety

- The school's work to keep students safe and secure is good.
- Students feel safe because, in the words of a student, 'everyone is friendly and staff are approachable'. Those who spoke with inspectors have a clear understanding of bullying in its various forms and the damage it can do. They say bullying is something that is rare and they have confidence in their staff to sort out any concerns.
- Students know how to keep safe when using the internet and social media and what to do if they ever feel threatened. They show a good understanding and are taught about the risks associated with problems like crime, gang issues and drug abuse. They are aware of extremism, radicalisation, female genital mutilation and homophobic bullying.
- Students and staff follow the behaviour and safety policies consistently. As a result, standards of behaviour continue to improve.
- Attendance overall is slightly below the national average, but it is above the national average for Years 7, 8 and 9. Attendance has improved since the last inspection. This reflects the actions taken by leaders to monitor attendance and work closely with students and their families.
- Responses from Parent View agreed that their child was happy, felt safe and was well looked after.

The quality of teaching

is good

- The quality of teaching has improved significantly since the last inspection. As a result, most students make good progress across most subjects. The teaching of mathematics and science is particularly strong. Students quickly develop good numeracy skills and are confident using scientific terms. During one lesson a student said, 'I do not realise how much I am learning in my mathematics lesson because the teacher always makes it such fun.'
- Teachers have good subject knowledge and know their students extremely well. They adapt teaching successfully to meet the varied needs and abilities within each class.
- Teachers usually teach within their specialist subject areas. Where they have had to teach other subjects, they have received training and support from leaders to make sure that students' learning remains good.
- Students concentrate well in lessons and enjoy opportunities to share ideas through pair work and group activities. This was evident in an English lesson, where students were exploring a text from a play by William Shakespeare.
- Teachers provide good explanations and go on to question and prompt students effectively to make them think. Most teachers use skilful questioning to challenge students to reflect more deeply about their learning; however, in some lessons, the most able students are not always stretched sufficiently.
- Teachers assess students' learning thoroughly, in order to plan activities that build on their existing knowledge and skills. Students' day-to-day work in their books and in tests is assessed regularly and accurately. External moderation reports support teachers' judgements.
- Most feedback from teachers tells students how to make better progress. However, students have limited opportunities to respond to teachers' comments, which hinders more rapid progress for some.
- Disabled pupils and those with special educational needs thrive because they are included and supported effectively in lessons. Teaching assistants provide focused, effective extra help, in small groups or through individual sessions. These students' needs are fully met.
- Literacy is taught well across subjects. Teachers reinforce literacy learning wherever possible and work effectively with large numbers of students who speak English as an additional language. Keywords and subject specific terms are visible in classrooms and in corridors. The introduction of Latin for the more able students has contributed to increasing their understanding of the English language.
- Teachers encourage reading whenever possible in their tutor periods and in lessons. Students who speak English as an additional language receive specialist support. They quickly integrate and gain the skills needed in reading, writing, communication and mathematics, taking a more effective part in lessons.
- Most parents who responded to Parent View feel their child is well taught and makes good progress.

Students told inspectors how much they valued the support from their teachers and how much support they got if they fell behind.

The achievement of pupils is good

- Students join the school with levels of attainment well below that expected nationally. The proportion of students who obtain at least five A* to C grades, including English and mathematics, at GCSE was 50% in 2014 which was below the national average of 55%. The school's data suggest an improvement for the current Year 11 students. The proportion of students who obtain five A* to G grades was significantly above the national average in 2014.
- Progress measures for 2014 demonstrate the rapid progress made by the students since the last inspection. Areas significantly above national scores in 2014 included the school's 'best eight GCSE subjects', mathematics, science and languages.
- The progress made by the most able students has not been as rapid as other groups. Leaders have taken decisive action in response and the school's tracking information shows that this group of students are making better progress, as a result.
- These progress measures reflect the effective and timely intervention and support given by teachers to so many students. This support takes place in lessons as well as before, during and after the school day.
- The proportion of students making expected and above expected progress in English was broadly in line with the national average. The proportion of students making expected and above expected progress in mathematics was significantly above the national average in 2014. These proportions are on track to increase further.
- In 2014, Year 11 disadvantaged students in English attained below other students in the school. They achieved two thirds of a grade less at GCSE compared to other students nationally.
- Disadvantaged students in mathematics attained below other students in the school. They achieved one grade less at GCSE compared to other students nationally. A scrutiny of work suggests these gaps are closing. The gap in mathematics is closing more rapidly than in English.
- Disadvantaged students making expected and more than expected progress in English are in line with other students nationally but below other students in the school.
- Disadvantaged students making expected and above expected progress in mathematics were significantly above the national average in 2014, but below other students in the school. A scrutiny of work suggests these gaps are closing more rapidly in mathematics.
- The majority of disabled pupils and those with special educational needs make at least good progress from their individual starting points. This is because of the high quality of support they receive. The school fully meets their needs.
- School leaders no longer automatically enter students early for GCSE examinations. It only happens when it is in the best interests of particular individuals. This does not restrict the grades they attain.
- Catch-up funding to support those who have not achieved at least a Level 4 in the Key Stage 2 national tests has been used well. It has been particularly effective in improving students' literacy and in supporting those students who need to improve their reading skills.
- A few students currently receive alternative provision.

The sixth form provision requires improvement

- Not enough students in the sixth form achieve well from their starting points. There is inconsistency in the performance across subjects. There are catch-up tutorials to boost students' progress and attainment, but there is insufficient evidence to demonstrate how successful these programmes are.
- Leadership of the sixth form is strengthening. The head of sixth form and other leaders monitor standards carefully and are starting to intervene more effectively if these are not high enough. They are providing support and challenge to teachers. As yet, there is insufficient evidence to show the impact of these actions.
- Students can choose from a wide range of academic and vocational qualifications that meets their individual interests and abilities.
- There is some collaboration in place as the school participates in the Enfield consortium. The school is seeking to develop this partnership to further secure the viability and curriculum offer of its sixth form.
- Where the quality of teaching is strong this is reflected in students' progress and attainment. This is evident in mathematics where teachers routinely refer to the expectations of the examination

specification. They use these criteria with students to review their work and improve their attainment.

- Those students that need to retake GCSE English and mathematics receive adequate curriculum time. Nevertheless, examination results show that students who resit these examinations do not make sufficient progress.
- Senior leaders take care to use well-qualified specialist teachers. Where learning is best, they use a variety of techniques to develop students' understanding and skills successfully, including good questioning. However, this is not always consistent across all subjects.
- Students appreciate the positive relationships they enjoy with their teachers and the individual guidance they receive. Students get regular feedback about their work, although the depth and thoroughness of this are sometimes inconsistent between teachers. A scrutiny of students' work indicates that most students act on the advice they receive and make changes to improve their work.
- Students behave well and younger students look up to them as the most senior students in the school.
- Students feel safe and secure. They say that they enjoy and benefit from being members of such a richly diverse community.
- Strategies are in place to further improve attendance but, as yet, there is no evidence of impact.
- Since the last inspection, most students who started their courses have gone on to complete them.
- Students receive good quality support and guidance when preparing for the next stage of their education, employment or training. Almost all students are successful in securing a place at university, college or work.
- Students take part in extra-curricular activities. These support their academic qualifications and provide them with leadership and team building opportunities.
- The sixth form at Broomfield School does not meet the required floor standards for post-16 provision. This is because the attainment in some academic subjects fell below the standard.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102056
Local authority	Enfield
Inspection number	462170

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	832
Of which, number on roll in sixth form	130
Appropriate authority	The governing body
Chair	Roni Malek
Headteacher	Peter Travis
Date of previous school inspection	24–25 June 2013
Telephone number	02083684710
Fax number	2083681287
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