

Inspection of Broomfield School

Wilmer Way, London N14 7HY

Inspection dates: 8 and 9 December 2021, and 15 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils are safe in this school. They have adults that they can ask for help from if needed. Bullying is rare and staff deal with any incidents swiftly. However, some pupils do not behave as well as they should. Pupils have variable attitudes to learning. Some say that behaviour interrupts their lessons. Expectations for good behaviour are inconsistent. A well-planned personal, social and health education programme helps pupils to understand how to stay safe and well. However, not all areas of the curriculum are as well planned.

Leaders are ambitious for pupils' achievement. For example, they have prioritised literacy provision, including debating skills, for pupils in Years 7, 8 and 9. Those pupils who are already confident readers learn Latin in that additional time. However, pupils do not always rise to these ambitions.

The school's vision is to 'live with purpose' and leaders make sure there are a broad range of experiences and enrichment activities available to pupils. Clubs include a philosophy society, law society and coding club. Pupils in the cast and crew are looking forward to their upcoming school production of Matilda. Pupils celebrate diversity and some are proud to have become 'cultural ambassadors'.

What does the school do well and what does it need to do better?

Pupils learn all national curriculum subjects. The development of subject programmes is a work in progress and the clarity of thinking around it is variable. For example, in mathematics, teachers clearly identify and prioritise the most important information over time. This means that pupils are confident about their prior learning and do well in their current learning. For example, Year 9 pupils can use previously learned skills to help them complete their current work on algebraic fractions. What is taught in music is organised logically and designed to help pupils learn more, however it lacks ambition overall. For example, pupils in Year 10 struggled to discuss features of Baroque music and examples of classical composers. Although they had studied this music earlier in the year, they had not built-up sufficient knowledge over time.

Leaders use several programmes to help early readers. These include the frequent new arrivals in the school, many of whom speak little English. Pupils in Years 7, 8 and 9 receive this targeted intervention. Leaders have identified strategies to scaffold learning for pupils with special educational needs and/or disabilities (SEND). They share their expectations with classroom teachers. However, these approaches are not used systematically. This means that some SEND pupils struggle to access and understand the work they are completing.

Teachers use a variety of assessment strategies. They identify key missed learning due to COVID-19 as part of their planning. Leaders have introduced activities to help pupils remember their previous learning. However, there is inconsistency in how teachers use these. Gaps in knowledge are not always effectively addressed. This

means that at times pupils move on in their learning without having understood key subject information. For example, not all Year 9 pupils could discuss key ideas from the study of the First World War.

Leaders are re-establishing clear routines and expectations for behaviour following disruption from COVID-19. However, the impact of this is variable. While some lessons are calm and orderly, poor behaviour disrupts learning in others. Similarly, outside of lessons, behaviour is boisterous at times and pupils do not always show respectful behaviour. Clear routines are in place to manage the attendance of pupils and they attend well. Leaders have a clear focus in this area and there has been a positive impact from this.

The enrichment programme is wide, varied and all students are welcome to attend, and many do. These clubs take place online and in person. Pupils discuss and debate current affairs. International Women's Day was recently celebrated, but this was not an isolated event. Year 8 pupils study feminist poetry and learn about the Suffragette movement. Pupils are well guided in terms of careers education.

Notwithstanding the challenges of COVID-19, this has been a turbulent time for school leaders. Leaders have had to respond to several challenges. Despite this, staff are well supported by school leaders. Leaders are considerate of staff workload and well-being. Staff enjoy being a part of this school community.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and clear about how to report any safeguarding concerns. They have regular safeguarding training. Governors have robust routines to ensure that leaders are fulfilling their responsibilities. Leaders keep clear records and make appropriate referrals to external agencies when required.

Leaders have a carefully considered curriculum which responds to safeguarding needs. Pupils are aware of how to keep safe, for example in online safety and social media. They learn about healthy relationships in an age-appropriate context. The school invites external speakers in to discuss a range of issues with pupils. Leaders know their pupils, and their needs, well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have sought advice in establishing clear behaviour routines. However, these are still being embedded. Some lessons are interrupted by poor behaviour. Leaders must continue to embed and follow through these routines. This will ensure that behaviour does not interrupt learning and expectations of pupils are clear throughout the school.

- Leaders have completed work on the curriculum, but there was variability in the curriculum thinking behind different subjects. Leaders need to ensure clear understanding of subject intents and ensure that these are well considered and ambitious. Each subject needs to clearly identify the best way for pupils to understand their subject.
- Leaders have identified specific strategies to support pupils with SEND. However, these strategies are not always used effectively in lessons. This means that the curriculum is not always scaffolded to meet the needs of these pupils. Leaders must ensure that strategies for pupils with specific needs are consistently used to ensure that they can achieve as well as other students.
- Leaders need a clearer oversight of the school's approach to curriculum delivery and assessment. A range of pedagogical strategies are used, although inconsistently. This means that there is variability with the classroom experiences that pupils have. Leaders must ensure that pedagogical approaches are shared clearly and followed through effectively. This will ensure that there is a clarity of approach for all groups.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102056
Local authority	Enfield
Inspection number	10200592
Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	723
Appropriate authority	The governing body
Chair of governing body	Gregory Thwaites
Headteacher	Catherine Seymour
Website	http://www.broomfield.enfield.sch.uk
Date of previous inspection	15 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a different headteacher from the previous inspection. The school's deputy headteacher stepped up into an interim headteacher position this academic year.
- The school uses one registered alternative provision.
- Leaders are managing a temporary reduction in outside space.
- Leaders are meeting the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection began on the 8 and 9 December 2021. It was paused due to reasons beyond the inspection team and the school's control. An additional inspection was scheduled and took place on the 15 March 2022. This inspection added to the inspection evidence already collected during the first inspection visit.
- Inspectors met with the headteacher, deputy headteacher and other senior leaders. They met with the local authority school improvement partner of the school. Inspectors met with the chair of governors and representatives of the governing body.
- Inspectors carried out deep dives in English, history, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about other curriculum subjects and looked at a range of curriculum plans and books in subjects that were not part of the deep dive.
- Inspectors looked at safeguarding records, spoke to the safeguarding team, and reviewed the single central record. They also spoke to pupils, staff and governors.
- Inspectors looked at Ofsted's Parent View free-text comments and looked at results from surveys from staff and pupils.

Inspection team

Sophie Healey-Welch, lead inspector	Her Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
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