Inspection of Salmons Brook School

Bell Lane, Enfield EN3 5PB

Inspection dates:	17 and 18 June 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Sixth-form provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Kimberley Matthews. This school is part of EDACT multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Susan Tranter, and overseen by a board of trustees, chaired by Clive Partridge.

What is it like to attend this school?

Pupils describe the school as their safe place. They appreciate that the staff working here always strive to support the best interests of pupils.

Pupils relish the many extra opportunities that they receive while attending this school, such as learning to ski and ice skate. They also fondly recall their school visits and clubs, particularly those relating to cooking and life skills. Parents and carers are very supportive of the school. They describe the work of the staff at the school as 'phenomenal'.

The school has designed and implemented an ambitious curriculum for pupils. This supports the development of pupils very well and prepares them for the next stages of their education. Because of the school's effective approaches to understanding and meeting needs, pupils learn this curriculum very well. Pupils' individual needs and circumstances are understood and planned for with sensitivity and skill.

Pupils are supportive of each other, inside and outside of lessons. Bullying is not tolerated and pupils support each other to behave well. There are very positive relationships between all members of the school community. Interactions between staff and pupils are kind and considerate. Pupils are kept safe at school.

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

The school provides an appropriately aspirational curriculum to support the diverse needs of its pupils. This curriculum has a strong focus on personal development to ensure that pupils are prepared for life in modern British society. This focus is threaded through all of their learning. The school has also carefully considered how best to help pupils to be ready for the next steps in their education. This includes through an effective careers curriculum, which is constantly being refined and strengthened so it meets pupils' needs and aspirations. As a result of all this work, pupils are prepared for their next stage, whether it is after the end of Year 11 or Year 13.

Pupils learn the curriculum well. Activities are well matched to the curriculum content that pupils are expected to know and remember. The school carefully checks what pupils have learned and where pupils may have gaps in their knowledge. Teaching speedily addresses any gaps where necessary. As a result, pupils typically gain secure knowledge in the subjects that they study.

In a small number of areas, the school is working on fully embedding its curriculum ambition and aims. For example, appropriate opportunities for pupils to use their numeracy skills across the curriculum are less precisely sequenced and embedded. This reduces how well pupils are supported to deepen their knowledge. Similarly, the school aims to ensure that pupils are confident readers. Those at the early stages of learning to read, benefit from a well-implemented phonics programme. Nevertheless, a love of reading does not, at present, permeate the school. This is because the school is still working on fully embedding a culture where pupils want to read widely and for pleasure.

The curriculum in the sixth form is well suited to the needs and interests of its students. The school makes sure that appropriate adjustments and tweaks are made so that students benefit from a programme of study that is appropriate to their diverse needs and future goals. The adaptations made by the school for individual students support them to learn this curriculum well.

The school has introduced well-understood behaviour routines. These are supported by excellent relationships between pupils and staff. The school's strong collaborative ethos supports pupils' learning and behaviour extremely well. Many pupils had been excluded from their previous settings and lost motivation to attend school. However, the school's sensitive and well-focused work ensures that pupils love coming into school and want to do well. While pupils' attendance is lower than national averages, the school's approaches mean that pupils' attendance is improving significantly year on year.

Sixth-form students are used as positive role models for younger pupils, including on the student council. Pupils learn the knowledge and skills that will support them to become productive members of society. They are taught how to navigate a world and experiences which may, at first be unfamiliar or seem challenging for them. They also learn how to live healthy lives and how to support themselves and those around them. Educational trips, such as visits to museums and taking part in outdoor pursuits, support pupils' character development by giving them experiences that they might not have had before.

Trustees and governors provide appropriate support and challenge. They ensure that staff and pupils benefit from strategies to maintain and promote their well-being. Leaders also ensure that staff get the professional development and support that they need. They are considerate of staff's workload. Staff feel well supported to undertake their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of the curriculum, the school's aims are not securely embedded. Pupils' love of reading and the development of their ability to apply mathematical skills are not as well promoted as they could be. For example, pupils are not sufficiently supported or inspired to read outside of lessons to further their reading skills. The school should make the necessary adaptations to its curriculum and the way it is taught to ensure that these aspects of pupils' learning are developed consistently well.

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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149100
Local authority	Enfield
Inspection number	10379180
Type of school	Special
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	64
Of which, number on roll in the sixth form	8
Appropriate authority	Board of trustees
Chair of trust	Clive Partridge
CEO of the trust	Susan Tranter
Headteacher	Kimberley Matthews
Website	www.salmonsbrook.org.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of the EDACT multi-academy trust.
- The school uses no alternative provision.
- The school is a special school which caters for pupils with education, health and care plans. Pupils' primary need typically relates to social, emotional and mental health.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the CEO of the trust, the headteacher and other senior leaders based at the school and from the trust. The inspection team also met with representatives from the trust board and the local school governing body.
- Inspectors carried out deep dives in these subjects: design and technology, mathematics and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects, including reading.
- The inspector considered the views of parents shared through the online survey, Ofsted Parent View, including parents' free-text comments. The inspector gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
Ruth Harding	Ofsted Inspector

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