



Broomfield School

Inspection Report

Unique Reference Number 102056
LEA Enfield LEA
Inspection number 276647
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Emma Ing HMI

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

Type of school	Secondary	School address	Wilmer Way
School category	Foundation		London
Age range of pupils	11 to 19		N14 7HY
Gender of pupils	Mixed	Telephone number	02083684710
Number on roll	1378	Fax number	02083681287
Appropriate authority	The governing body	Chair of governors	Mr Jack Piachaud
Date of previous inspection	29 November 1999	Headteacher	Mr Angus Walker

Age group 11 to 19	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 276647
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Introduction

The inspection was carried out by five inspectors over two days.

Description of the school

Broomfield School is a large secondary school catering for 1128 girls and boys aged 11-16 and a further 250 post 16 students. It is situated in the outer London borough of Enfield. The school benefits from considerable ethnic and cultural diversity. There is no single predominant group and nearly one third of pupils have a language other than English as their mother tongue. About a quarter of students are from a white British background. The ability range of pupils on entry is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Broomfield School is a good school, which has many strengths on which to build. The leadership and management of the school are very good. The new headteacher is ambitious for the school and has gained the confidence and respect of governors, staff, parents and students. He has led the staff in carefully weighing up the strengths and weaknesses of the school so that everyone is aware of what needs to be done and what part they play in achieving it. Their analysis is largely accurate and has already resulted in significant improvements in terms of teaching and the behaviour of students. They have demonstrated that the school has good capacity to improve and offers good value for money. Students have contributed to this evaluative process but there is room for them to be further involved, an issue which the newly revitalised school council is addressing. Students in the main school are happy coming to school: their attendance is good and they arrive prepared to learn. In 2005 unvalidated data indicates that 67% of students attained 5 A*-C at GCSE. The attendance and attainment of sixth form pupils are less good. Some are struggling with inappropriate courses and the poor independent learning skills of many are hindering achievement. The range of courses offered for students in the 14-19 age groups is narrow and limits the achievements of some individuals. The school looks after the students well. Good relationships and a passionate focus on the understanding, qualities and skills that make a person a good citizen are a characteristic of the school. Teaching is good for students in years 7-11, and satisfactory in the sixth form. Some teachers are very good at explaining to students how well they are doing and what they need to do to improve, but this needs to be more consistent across the school. Systems to track students' progress are thorough but are not sufficiently well used to improve students' attainment in all subjects.

Effectiveness and efficiency of the sixth form

Grade: 3

Progress is satisfactory in the sixth form, although standards of attainment are low. This is because many students' prior attainment is low for the sorts of courses that they are doing. The school recognises too, that there is underachievement in a number of subjects. Students display very positive attitudes, with high proportions choosing to stay on in the sixth form and complete their courses. However inspectors confirm the school's view that students do not take enough responsibility or show initiative in independent learning. Their study skills are weak. Too many students miss too many school days which is interrupting their learning. Sixth form teaching is satisfactory. At its best, there is a high level of challenge with good use made of a variety of learning styles. Where it is less effective, not enough opportunities are taken to challenge individuals or to address individual learning needs. Until recently, improvement since the last inspection was too slow due to frequent changes in personnel and a lack of focus and continuity in planning. Leadership and management have now improved. Priorities have been identified and new procedures adopted to make an impact on

learning and progress. These include the monitoring of attendance and the introduction of formal and regular assessment.

What the school should do to improve further

* continue to develop the curriculum for students aged 14-19 to ensure that it fully matches their needs, aspirations and interests.* raise the quality of assessment to that of the best in the school, so that students know how well they are doing and what they need to do to improve.* ensure that students develop independent study skills and take responsibility for their learning throughout the school, and especially in the sixth form.

Achievement and standards

Grade: 2

Grade for sixth form: 3

When students start out at Broomfield School in Year 7, their attainment is broadly average. As they move through the main school, their rate of progress increases and, by the end of Year 11 they attain standards which are above average. From Year 7 to Year 9 students make average progress and achieve satisfactory standards in English and science. Performance in mathematics is slightly above average. Standards in all three subjects have improved steadily in recent years. Progress in Years 10 and 11 is good and the percentage of students who gain five or more higher grade General Certificate of Secondary Education (GCSE) passes is good. Results in English, mathematics, French and chemistry are significantly better than average. However, the school is aware that results in other science courses, most technology courses, and art and design are below average, and a programme of measures to raise standards in these areas has just begun. There is no variation in performance between groups of students from different backgrounds. However a small number of disaffected students with learning difficulties do not make the progress that is expected of them. In the sixth form, results at advanced level are well below the national average, but students make satisfactory progress overall. This is because the school allows virtually all Year 11 students to embark on high level courses in the sixth form.

Personal development and well-being

Grade: 2

Grade for sixth form: 3

Students' personal development and well-being are good. Students enjoy school as shown by attendance that is above the national average and their good behaviour. The school has successfully reduced exclusions through the introduction of a Behaviour for Learning policy that emphasises students managing their own behaviour and taking responsibility for their actions. Students develop good attitudes to learning and feel safe within the school because personal support is good. Students of all ages speak highly of what the school does to help them and are confident that concerns such as bullying are dealt with very effectively. The wide range of educational visits and

extra-curricular activities on offer makes an important contribution to students' adoption of healthy lifestyles and plays a major part in developing their self-confidence and esteem. Students develop good social and cultural awareness and take an active role in the school and wider communities. For example, students have for many years participated in the Enfield Youth Parliament and they are quick to raise funds in response to disasters such as the Asian tsunami. Although students make good progress in literacy and numeracy, the development of the skills needed for future economic well-being is constrained by insufficient development of information and communication technology (ICT) skills, and insufficient understanding of the world of work and business in Year 9 and Year 10.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 3

Teaching and learning are good. The school has an accurate view of the strengths and weaknesses of teachers, gained from regular lesson observations. The majority of lesson observed by inspectors were good and several were outstanding. Teachers and students have very strong relationships and this, along with high expectations for students' behaviour, enables students to learn effectively in a positive learning environment. Students make particularly good progress when starter activities really engage them, and teachers plan further activities that are well matched to students' abilities and involve a range of learning styles and groupings. For example, in a particularly effective history lesson, students used a wide range of resources, including slides, letters, music and text extracts. Pairs and groups were challenged at different levels of understanding, enabling all pupils to make excellent progress. In a minority of lessons, however, tasks are not well matched to the wide ranging needs of students. Assessment of students' progress is satisfactory. The school maintains good records of students' progress. However, teachers make insufficient use of the data to guide learning. Marking does not always inform students as to how they can improve their work. There is some excellent practice in English and history, including some self-assessment by pupils, but this is not effectively shared throughout the school.

Curriculum and other activities

Grade: 3

The curriculum in Years 7 to 9 is broad and balanced. The school makes great efforts to provide GCSE and post 16 courses for which there is a demand. However, some older students would achieve more if they had the option to choose vocational courses, whilst for others, work-related learning would be a good route. Curriculum choice for sixth formers has improved this year with more opportunities to combine vocational courses with the wide range of traditional subjects, but not enough has been done to establish what would best suit the learners needs' and how this might be provided.

Statutory requirements for ICT are not fully met for students aged 14-16 as not all students are taught this subject. The school plans to have adequate provision in place from 2006. Inspectors agree with the school's view that the wide range of well attended after-school activities is a significant strength. The school also provides a good range of enrichment and extension activities such as mock elections, a mock trial and an international evening. Health is a very strong feature within Curriculum provision and includes high quality extra-curricular physical activities. The citizenship programme is significant in raising students' awareness of current issues and empowering them to act according to their values. Issues of safety are appropriately covered in personal, social and health education (PSHE) and other curriculum areas.

Care, guidance and support

Grade: 2

Grade for sixth form: 3

Pupils are well cared for and receive good guidance and support. The pastoral system, based on tutors and heads of year, is well organised and provides students with good support for their personal development. The school pays close attention to health and safety matters which means that all students can feel safe and secure in school. Child protection procedures provide satisfactory support for vulnerable pupils. However, not all staff are trained about issues related to pupils in public care. The curriculum, particularly PSHE and citizenship, raises students' awareness of matters related to their welfare. Their well-being is positively supported by specialists like those from medical and counselling services, the police, Connexions and the mentoring service. Students with learning difficulties make good progress as a result of effective support, including that from learning support assistants. Induction arrangements for new pupils work well and enable pupils to settle in quickly. The guidance given to students on their option choices does not adequately reflect their aptitudes and aspirations. The central record of incidents, rewards and sanctions provides effective means to monitor students' personal development. Relationships in the school are good: teachers and form tutors know the students well and help them to do their best. However, formal guidance and support in the sixth form are only satisfactory. The site of the school is satisfactory, but the provision of toilet facilities for students is inadequate in both quantity and quality.

Leadership and management

Grade: 2

Grade for sixth form: 3

The leadership and management of the school are very good. The headteacher has led the staff in a thorough appraisal of the quality of education offered by the school, and has used this to enable governors and leaders throughout the school to plan effectively for improvements. This has involved parents and students to a satisfactory degree. Inspectors confirm that the school knows itself well and is generally accurate in its judgements. There has not, however, been enough evaluation of curricular

provision to inform planning. Most issues from the last inspection have been dealt with well but the improvement of the sixth form was too slow until recently, as the management had not been sufficiently stable to implement changes. There is now good capacity for improvement throughout the school. The governing body leads well. It is active in monitoring the progress of the school against shared targets, and has been prepared to challenge the school leadership team as well as support them. Both senior and middle leaders understand what needs to be done, and considerable energy is being sensibly focused to effect further improvement. The school is highly effective at promoting the personal development of students, through both an intensive pastoral system and the citizenship programme. This results in the school having a purposeful and racially harmonious atmosphere. Pastoral and academic leaders work together very effectively to ensure the progress of students. There is a helpful system in place for monitoring the quality of teaching which is stronger as a result.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	No

Achievement and standards

How well do learners achieve?	2	3
The standards ¹ reached by learners	2	4
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	3
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	2	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know the outcomes of your recent school inspection. My team and I very much enjoyed talking with you and observing you at work. Thank you for sharing your thoughts with us and for being so welcoming.

Your school is a good school. Your teachers care for you and teach you well. You are happy coming to school and arrive ready to learn. You make good progress and your GCSE results are good. We noticed that you have good relationships with each other and with your teachers, and were impressed by the manner in which you are becoming good citizens. We agree with you and your parents that the school is well led. We also believe, as you do, that the toilet arrangements should be improved. The governors, headteacher and staff are clear about what needs to be done to make the school even better and have good plans to do just this. We would encourage you to support them, and to use your school council to work to bring about improvements to the school.

We think that there are three important areas which need attention in order make the school even better.* Some of you would benefit from having a wider choice of courses at Key Stages 4 and 5, and opportunities to gain vocational and work related qualifications.* Some of your teachers teach each of you at just the right level. They give you excellent feedback on your learning, so you know how well you are doing and what you need to do to improve. We feel that all teachers need to be doing this for you.* We think that your teachers need to help you to develop better study skills, and that you need to learn to be more independent and responsible for your own learning, particularly in the sixth form. I look forward to hearing about the continued success of your school.