

Broomfield School

Inspection report

Unique Reference Number	102056
Local Authority	Enfield
Inspection number	323580
Inspection dates	22–23 October 2008
Reporting inspector	Roger Whittaker

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	11–19
Gender of pupils	Mixed
Number on roll	
School (total)	1308
Sixth form	172
Appropriate authority	The governing body
Chair	Mr Michael Walsh
Headteacher	Mr Angus Walker
Date of previous school inspection	19 October 2005
School address	Wilmer Way London N14 7HY
Telephone number	020 8368 4710
Fax number	020 8368 1287

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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Broomfield is a bigger than average school. It has been designated as a humanities college, with effect from September 2008. It serves a community that is ethnically and socially diverse. The percentage of students with learning difficulties and/or disabilities, including those with statements of educational need, is well above national levels. Four fifths of students are from minority ethnic groups, which is well above national figures, and about half of these have a first language other than English. A significant proportion of these students are in the early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

One parent said of the school, 'I am very happy with Broomfield School and I'm looking forward to sending my second son'. This is a good school. It not only enables students to reach good academic standards but also to develop into mature, well-rounded young people well prepared for the next stage of their education and life. Their personal development is good. Central to this are the strong sense of community and the very good relationships amongst staff and students that contribute to their achievement and enjoyment. Students involve themselves enthusiastically in the life of the school and, consequently, they take a pride in their school and are keen to do well.

Standards are above average in all year groups. Attainment on entry is varied, being below national averages for the present years 9, 10 and 11, but is broadly in line for other year groups. Throughout their time at Broomfield School, students make good progress and their results in public examinations at the end of Years 9, 11 and 13 are above average. There was a dip in Year 11 results in 2008. However, the school acted quickly in identifying the causes. Curriculum and staffing changes were made and have resulted in present Year 11 students being on track to reach higher standards. Good teaching and the students' positive attitudes are significant factors in explaining the high academic standards. Lessons contain interesting and challenging activities to which students respond well. However, in a few lessons students are not sufficiently involved. This happens when activities do not enable them to work independently, to know what level they are working at or how to improve. Systems for tracking and monitoring students' academic progress are strong and subsequent support is good.

The curriculum is good at Key Stages 3 and 4 and in the sixth form. The school continues to strive to ensure that the courses offered meet the needs of all students. Humanities college status is having an impact in developing an integrated study programme in Year 7. Students in Years 10 and 11 are provided with a curriculum, which meets a wide range of their needs and interests through, for example health and social care and construction courses. There is a full range of extra-curricular and enrichment activities for the students and many of them get involved. Care, guidance and support for students are good. Students feel well cared for and are treated as individuals. Teachers know the students' needs well and there is a wide range of support systems in place.

The school is well led and managed. Staff are committed to getting the best from the students and team work is a key strength amongst all managers, teachers and support staff. The headteacher and school leaders have a clear view of the school's strengths and weaknesses. Improvements have been made since the last inspection. The school is well placed to make further improvement. Links with partner schools and support agencies are good. The school has good systems for using assessment data to inform curriculum and lesson planning. However, some managers are not monitoring provision rigorously enough to raise standards. Broomfield School enjoys a good reputation in the local community, especially through good partnerships with primary schools and other agencies. Parents are supportive of the school.

Effectiveness of the sixth form

Grade: 2

The school has an 'open door' policy enabling all to continue their education in the sixth form at an appropriate level. Students' learning is greatly assisted by the good range of accredited

courses provided. There is a very close match to students' interests and abilities, which leads to improving recruitment, high retention rates and levels of student satisfaction. Teaching and learning overall are good. Students make good progress with most achieving in line with their targets.

Students' personal development is good, reflecting very effective care and guidance from tutors and subject specialists. Leadership and management of the sixth form are good. Pro-active monitoring and evaluation of course providers and individual academic progress are now regular and rigorous. Careers advice and preparation for higher education are systematic and thorough.

What the school should do to improve further

- Ensure that all managers monitor provision rigorously enough to raise standards.
- Enable students to be more consistently involved in learning by increasing the opportunities for them to work on their own or in groups and for them to know what level they are working at and how to improve.

Achievement and standards

Grade: 2

Students join the school with standards that are below the national average. They get off to a good start and make good progress throughout Key Stage 3, achieving above average results in national tests at the end of Year 9. They do particularly well in mathematics and English. Students consolidate their learning in Key Stage 4 and generally reach above average standards, although there was a dip in 2008. The schools' assessments and tracking of students' progress show that standards for the present Year 11 are on track to be higher in 2009.

The school has placed a high priority on improving students' progress. In particular, careful monitoring of any underachieving students leads to effective targeted support.

Focused support for the large number of students with behavioural or moderate learning difficulties, means that these students achieve as well as others in the school. Students from ethnic minorities and those who speak English as an additional language also achieve well.

Personal development and well-being

Grade: 2

Students' understanding of how to lead healthy lives is good. High numbers of students take part in sport activities and choose healthy food. Students are well supported by school's policies and monitoring, resulting in their good behaviour and good attendance. Students adopt safe practice both in lessons and around the school. Students are well aware of the dangers of misuse of drugs and alcohol. The innovative provision of 'One World Learning' known as OWL in Year 7 motivates students to develop their social and emotional skills well.

Students enjoy participating and learning through activities that support their spiritual, cultural, social and moral development, which is good. Students have participated successfully in a range of debating forums, reaching regional finals in both the Mock Trial and London Mayoral Debate competitions. There is good development of the commitment to racial equality through a celebration of community and cultural diversity, international school contacts, and work with the Holocaust Trust. The students are developing good skills that relate to the workplace through creative writing, use of information technology, enterprise projects and a two week

work experience entitlement in Year 10. These make a good contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Students' enthusiasm makes a significant contribution to the good teaching and learning. Teachers have supportive relationships with students and plan lessons well, using good subject knowledge. Students enjoy lessons, work co-operatively in groups and are well motivated to learn. In an outstanding mathematics lesson Year 11 students were challenged by the pace of the lesson to work independently in solving quadratic equations.

Most teachers use resources, such as electronic whiteboards, well to make activities stimulating. Students with learning difficulties and/or disabilities are well supported by teachers and learning support staff to make good progress. The school acknowledges that gifted and talented students are not given enough challenging tasks in lessons. Marking has improved and most teachers give students constructive feedback on how to improve. However, where learning is less effective teachers do not always match tasks to students' individual ability, activities do not enable students to take responsibility for their own learning and they are not made aware of levels being achieved in lessons and how to reach higher ones.

Curriculum and other activities

Grade: 2

The curriculum for 11-18 year olds is good. In Years 10 and 11, it offers students a good range of academic courses. However, as the school recognises, vocational courses in Years 10 and 11 are limited in scope and flexibility. Careers guidance is good and all students undertake two-week work placements in Year 10. However, there are not enough work related activities within subjects. Opportunities to study a certificated information and communications technology (ICT) course are available for all students. Provision for religious education and citizenship has recently been restructured and is now good.

The school's newly awarded specialist status in humanities is having a good impact, as in the Year 7 integrated 'One World Learning' (OWL) lessons. Students say, 'It's like primary school, all in one, and not suddenly jumping you into something different'. There is a good range of clubs, including sports, music and drama activities including school performances for the local community.

Care, guidance and support

Grade: 2

'We cannot fault the school's consistent support for our child' is how one parent views the school. This reflects the good care, guidance and support, which students receive. Students speak warmly about the atmosphere of mutual respect between themselves and their teachers and are confident that there is always someone to whom they can turn with concerns. Students feel secure and well protected by the school's safety procedures and rightly believe that any incidents of bullying are dealt with quickly and effectively. All procedures for safeguarding young people are in place. The school has good systems to manage students' transfer from the feeder schools. These ensure that they settle quickly because any concerns and issues are

addressed as soon as they join Broomfield. Support for students who have learning difficulties or other disability is good and means that they make good progress.

A dedicated team of specialist teachers delivers a strong programme of personal, social and health education, which enables students to explore and develop personal skills. Good links with a wide range of external organisations also support students' welfare.

Students are aware of their long-term target grades. Procedures for on-going review of progress are more consistent, which means that students are usually aware of how they can improve in order to achieve their targets.

Leadership and management

Grade: 2

The headteacher has a clear vision that all are accountable for the success of the school, which is uniting the staff in a drive to further improve academic standards and students' achievement. Rigorous and robust systems are in place to monitor the work of the school, including the quality of teaching and learning. This gives the school a clear understanding of its strengths and areas for improvement. However, some managers do not monitor provision rigorously enough to raise standards. Effective leadership and management are demonstrated by the rapid assessment of the causes for the dip in Year 11 results in 2008, and the resulting action to improve things.

Good links exist with outside agencies to support the school's work and to promote community cohesion. Safeguarding procedures are robust. The school successfully achieved specialist humanities status in September 2008, which is already having a positive impact on many aspects of the school's work. In particular improving links with feeder primary schools, broadening curriculum opportunities and raising students' self esteem and motivation. Moreover, the school ensures equal opportunities for all to succeed, by providing a range of curriculum pathways for all students to participate fully in their learning and wider activities. The school uses target setting effectively to raise standards. The students are aware of what they have to do to improve. Students' performance in test and examinations is carefully analysed and the improvement in standards and achievement are evidence of the good capacity to improve. The governors are well informed and work effectively to fulfil their responsibilities, evaluating outcomes and providing constructive support and strategic direction across the whole school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	2	2
The capacity to make any necessary improvements	2	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	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	2	

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
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 leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	2	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B**Text from letter to pupils explaining the findings of the inspection**

07 November 2008

Dear Students

Inspection of Broomfield School, London, N14 7HY

Following our visit to Broomfield School, we would like to share our findings with you. We thank you for the very warm welcome you gave us and for the helpful way you talked to us about your school and your work. We can now report to you that the Broomfield School is providing you with a good standard of education. We are pleased that you enjoy school and the many opportunities it provides, particularly the after-school activities. We are equally pleased that you are respectful to staff and other students. Standards in national tests and examinations are above the national average. Sixth form students also achieve well. Progress continues to improve and is good.

The school is a happy and friendly community where everyone is valued equally. Your teachers are very committed to helping you and they look after you well. We are pleased that you have good awareness of how to be safe around the school. Your headteacher is working very hard, with the rest of the staff, to give you even more opportunities to learn as well as you can.

We have asked your headteacher and staff to focus on planning lessons, which provide more opportunities for you to be more actively involved in your learning. We have also asked them to make sure that all the managers monitor provision rigorously enough so that you achieve even higher standards.

Yours sincerely

Roger Whittaker

Lead Inspector