

# Enfield County School

Holly Walk, Enfield, EN2 6QG

## Inspection dates

3–4 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The vast majority of students make rapid progress over time, based on their starting points, and achieve very well. They thrive in an environment that is highly conducive to excellent learning.
- Students' attainment has been significantly above average over time, including in English and mathematics. Students value every opportunity to read in lessons.
- Teaching is outstanding. Teachers have high expectations and deliver lessons of a consistently high quality. The vast majority of teachers match the work to the needs of students very well.
- Leaders, managers and governors have successfully established a positive environment for learning, which is enhanced through regular homework and additional learning sessions at lunchtimes and after school.
- Students feel extremely safe and behave exceptionally well in lessons and around the school. Incidents of bullying are rare. Attendance is above average and improving. Those students whose situation makes them vulnerable to underachievement are very well looked after.
- Leaders, managers and the governing body have a deep insight into the school's many strengths and few areas for improvement. The highly effective headteacher and her leadership team are very well regarded by students, staff and parents and carers. Self-evaluation processes are accurate and are informed by rigorous monitoring. As a result, the school continues to improve.
- Staff performance is very well managed and the management of teaching is strong. Consequently, teachers speak positively about their professional development and constantly seek to make use of innovative approaches in the classroom.
- The curriculum is enriched through a wide and exciting range of additional activities. Leaders and managers skilfully adapt the curriculum when required to meet the specific needs of students, particularly for those who face challenging circumstances.
- The sixth form is outstanding. Students achieve very well and make a positive contribution to the life of the school. Sixth form students are exceptionally well guided and benefit from teaching which is of a consistently high quality.

## Information about this inspection

- Inspectors visited 29 parts of lessons, of which four were joint observations carried out with senior leaders. In addition, the lead inspector visited a small number of lessons to monitor the progress of disabled students and those with special educational needs, as well as those students entitled to the pupil premium.
- Meetings were held with senior and middle leaders, groups of students from each key stage, students whose circumstances make them vulnerable to underachievement, representatives of the governing body and the local authority’s school improvement adviser.
- They also reviewed school improvement documentation, performance data, records relating to behaviour and attendance, and looked at samples of students’ work. The school’s central record of checks on staff was also scrutinised.
- Inspectors considered 81 responses to the on-line questionnaire (Parent View). They also took account of the views of staff, including those expressed in 73 responses to the staff questionnaire.

## Inspection team

John Daniell, Lead inspector	Her Majesty’s Inspector
Brian Lester	Additional Inspector
Caroline Pardy	Additional Inspector
Gill Walley	Additional Inspector

## Full report

### Information about this school

- Enfield County is larger than the average-sized school. The school is located on two separate sites around one mile apart. Students in Years 7 to 9 are based on one site, and those in Years 10 and 11 and in the sixth form are accommodated in the upper school.
- Around one third of students are of White British heritage with the majority of students coming from minority ethnic backgrounds. The proportion of students known to be eligible for the pupil premium is above the average. A large proportion of students speak English as an additional language.
- The proportion of students with special educational needs that are supported through school action is above the average, but the proportions supported at school action plus or with a statement of special educational needs are lower than most other schools.
- The school has specialist language college status and has recently been reaccredited with the International School Award. It also has Healthy Schools status and has gained the Investors in People Award.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
  - ensuring that the excellent practice which is common to many teachers is shared with those whose teaching is not yet outstanding
  - working with the few teachers whose marking does not provide sufficient guidance to students on how to improve their work and move up to the next level of attainment
  - supporting the few teachers whose planning does not always fully meet the needs of all students.
- Maximise students' enjoyment of reading and strengthen the development of literacy by:
  - conducting an audit of the delivery of literacy across the curriculum and identifying increased opportunities for reading, as soon as the position of coordinator of literacy has been filled.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Until recently, students' attainment on joining the school has been above the national average. However, the last cohort of students to gain qualifications at the end of Key Stage 4 in 2012 was broadly average on entry to the school. The proportion of students gaining five or more A\* to C grades at GCSE including in English and mathematics has been significantly above average over time. The school chooses not to enter any students early for GCSE qualifications.
- Although attainment dipped in 2012 in English and mathematics, they were maintained in other subjects in relation to students' average starting points. Students achieved particularly well in art, biology, chemistry, textiles and English literature.
- The vast majority of students currently in school make rapid progress across all year groups because of the quality of teaching they receive. White British students and the majority of students from minority ethnic groups make strong progress. Those students who speak English as an additional language make better progress than similar students nationally. The same can be said for disabled students and those with special educational needs. This is because they are very well supported in lessons and through personalised programmes of support.
- Students who receive the pupil premium achieve particularly well at the school compared to similar students nationally. The school reported proudly on one student entitled to the pupil premium who has recently started her studies in medicine at a prestigious university in London. Leaders took on board suggestions from the school council when deciding how to spend some of the funds allocated to students who receive the pupil premium, which included re-equipping the library and study areas, extending the library opening times and providing a breakfast club at the lower school site.
- The school was also recognised by the Specialist Schools and Academies Trust for the proportion of top grades it achieved in 2011, putting it in the top 10% of non-selective schools in England.
- Across the school, students' literacy and numeracy skills are mostly well developed. Students enjoy reading and they encounter several opportunities across subject areas to develop their literacy skills, although no formal audit has taken place. Students use their numeracy skills well, particularly in problem-solving activities observed in mathematics lessons.
- Students in the sixth form achieve very well and pass rates and retention rates are high. Students consistently learn well in lessons and make excellent progress, particularly in humanities subjects, mathematics and modern foreign languages.

### The quality of teaching

### is outstanding

- The quality of teaching has a high profile in the school and the school's own records rightly support inspectors' views that teaching is outstanding overall. The very few remaining teachers whose practice is not consistently good receive effective and skilfully-targeted support from leaders in order to improve. Consistently good teachers aspire to be outstanding, and welcome any opportunity to learn from outstanding practitioners.
- Teachers have very high expectations of students and students have increasingly high expectations of themselves. Consequently, they present work of a high standard and engage fully in lessons. They respond exceedingly well to challenge and flourish when presented with opportunities to work independently. Homework is set on a regular basis to strengthen learning at home.
- Students benefit greatly from the support of additional adults in the classroom, including teaching assistants and sixth form students. Teaching assistants support disabled students and those with special educational needs well, and have a sound awareness of the specific

learning needs of individuals.

- An increased awareness of students' prior attainment and their potential has secured a high quality of planning for learning. A very few teachers do not yet plan in such fine detail. The very best teachers plan their lessons in such a way, so that all students make rapid progress because they respond well to elements of challenge that are built into the lessons. These teachers check regularly at various points in the lesson for students' understanding through well-targeted questioning. This allows them to check for any misconceptions and address them swiftly. In a Year 8 English lesson during a whole-class study of a novel, the teacher placed students in pairs to gather answers from the text. These students made rapid progress because the lesson had quick pace and the teacher's questions were challenging and encouraged students to think for themselves.
- Scrutiny of students' books and work folders across a range of subjects and year groups confirms that marking is regular and of a high quality. The vast majority of teachers provide students with helpful next-step comments which clearly indicate what a student has to do to move up to the next level of attainment. In many cases, students respond to these comments.
- All teachers are now regularly tracking students' progress by means of an electronic database into which they are expected to record levels of attainment. This allows leaders to quickly identify which students are at risk of falling behind and triggers appropriate and timely intervention. This intervention, identified through regular 'core meetings', can take many forms, including extra learning sessions or meetings with learning mentors.
- Teaching in the sixth form is of a high quality and subject leaders are held to account effectively for the quality of sixth form teaching and its impact on students' outcomes.

### **The behaviour and safety of pupils are outstanding**

- Students' typically outstanding behaviour continues to be a positive feature of the school. During the entire inspection, students were extremely courteous and considerate. They approached members of the inspection team spontaneously to speak with pride about their school, and applauded the achievements of their peers in the classroom without any encouragement from their teachers.
- Parents' and carers' responses to Parent View and to the school's internal surveys demonstrate that the vast majority believe students are well behaved and kept safe in school. Inspectors concurred with this view and members of staff expressed no concerns whatsoever about the conduct of students.
- Students behave very well in lessons and around the school. They occupy themselves sensibly during break and lunchtimes. Inspectors noted they arrived punctually to lessons and settled down very quickly because they were keen to learn new things. Students in the sixth form serve as excellent role models for their younger peers and model outstanding attitudes towards learning.
- Bullying in school is a rare occurrence. In fact, students who were spoken to by inspectors found it hard to cite many examples of bullying, although all said they had been taught how to identify the different forms bullying might take. They were, however, very confident that any incidents of bullying that were reported would be dealt with swiftly and efficiently. The school has gone to great lengths to educate students about the dangers associated with cyber bullying and the use of social networking sites on the internet.
- Students' safety has a high profile in school and students confirm they feel very safe because there is a large staff presence before and after school, as well as during breaks and lunchtime.
- The school has successfully established positive relationships between staff and students. This harmonious school community exists because students and staff have a deep understanding of the diverse nature of the students on roll. Staff have received suitable training in managing pupils' behaviour and, consequently, incidents of poor behaviour in lessons are rare.
- Students willingly take on additional roles of responsibility and at various times of the year, all

students contribute towards the tidying up of the school grounds. They feel extremely well supported by all members of staff and they very much enjoy coming to school. Consequently, students' attendance is above average and improving.

- Students whose circumstances make them particularly vulnerable to underachievement spoke positively about the skilfully targeted support they receive in order to be 'educated for life'. They attributed the outstanding behaviour to the fact that there is a strong feeling of mutual respect between students and staff and that everyone is treated fairly and equally.
- The school has established a number of successful projects to support students. For example, art therapy has successfully supported a group of students in Year 8 with challenging behaviour, and an inclusion project, aimed initially at vulnerable students in Year 9 to support their transition into Key Stage 4, had such a marked impact that it has now been offered to every student in the year group.

### **The leadership and management are outstanding**

- The headteacher and other school leaders have successfully implemented their strategic vision for the school. They have maintained high levels of achievement over time and have secured students' strong personal development. Consequently, there is a strong capacity to sustain improvement.
- A noticeable feature, and a challenge for any split-site school, is the fact that leaders, managers and members of the governing body have established a truly cohesive school community where everyone shares the same vision and values. All school staff work as one and express the utmost confidence in the school's leaders and managers, as evidenced through the large and overwhelmingly positive response to the staff questionnaires.
- Leaders' self-evaluation processes are secure, and inspectors concurred fully with their evaluation of the school as a whole. The headteacher has galvanised staff's commitment to doing their very best for every student, some of whom have very specific needs or whom face extremely challenging personal circumstances.
- The headteacher has a very accurate view of teaching and learning across the school. Inspectors carried out a number of joint lesson observations with members of the senior leadership team and agreed with every one of the senior leaders' evaluations of the quality of teaching and learning. Senior and middle leaders have undertaken training in assessing the quality of teaching and confidently make judgements on the impact of teaching on students' achievement. Teachers are fully up to date with the most current teaching standards and there is a very close link between teachers' performance and the well-planned support and professional development opportunities for all staff.
- Teachers speak with great enthusiasm about their membership of 'teaching and learning communities' in which they explore specific topics and deliver training sessions which promote good practice in the classroom.
- Leaders and managers are making good use of pupil premium funding and can demonstrate the positive impact this is having on raising standards. They also work productively with external organisations and share their expertise with other local schools.
- The governance of the school:
  - knows the school very well because members visit regularly to monitor the school's work. The governing body has been involved in school development and improvement planning and in setting challenging targets for the school to achieve, including for the proportion of teaching which is good or better
  - has a strong knowledge of the progress of different groups of students. The governors receive regular and comprehensive reports from the headteacher and have also requested that heads of subject areas attend meetings of the governing body where they are challenged to explain any remaining gaps in attainment for different groups of students

- ensures that equal opportunities have a high profile in the school and is committed to tackling discrimination.
- Procedures for safeguarding students meet current government requirements and there are robust arrangements in place for checking staff and other adults.
- The curriculum makes a particularly strong contribution to students' spiritual, moral, social and cultural development. The combination of specialist language college status and International School accreditation provides a wealth of opportunities for students to learn about different cultures. The school offers a large number of catch-up clubs, and sixth form students play an active role in running some of these. In order to address the needs of students whose needs are quite specific, the curriculum has been suitably amended to provide them with a meaningful education within a main-school context.
- Leadership of the sixth form is highly effective in securing positive outcomes for students. A deputy headteacher and pastoral year head work very well together to provide strategic vision and a smooth day-to-day operational running of the sixth form.
- The local authority provides light touch support for this outstanding school. For example, its work with the science department on developing writing saw an immediate improvement in examination performance.

## 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

<b>Unique reference number</b>	102048
<b>Local authority</b>	Enfield
<b>Inspection number</b>	395627

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1112
<b>Of which, number on roll in sixth form</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Romany Joseph
<b>Headteacher</b>	Pamela Rutherford
<b>Date of previous school inspection</b>	6–7 May 2009
<b>Telephone number</b>	020 8363 3030
<b>Fax number</b>	010 8367 6569
<b>Email address</b>	escgeneral@enfieldcs.enfield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012