

# West Lea School

## Inspection report

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<b>Unique Reference Number</b>	102067
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	355120
<b>Inspection dates</b>	7–8 October 2010
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	102
Of which, number on roll in the sixth form	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeannette Knights
<b>Headteacher</b>	Sue Tripp
<b>Date of previous school inspection</b>	17 June 2008
<b>School address</b>	Haselbury Road London N9 9TU
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons and saw eight teachers. Meetings were held with leaders, representatives of the governing body, pupils and teachers. Inspectors observed the school's work and looked at school planning documents, pupils' work, minutes of the governing body meetings and recent reviews. A total of 38 parents and carers responded to the inspection questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well do teaching and the curriculum meet the needs and abilities of all the pupils?
- How does the school use assessment data to plan pupils' next steps?
- What is the quality of provision and outcomes in the sixth form?

## Information about the school

The school has specialist sports status. All pupils have a statement of special educational needs. Pupils have a wide range of disabilities, some multiple, and complex needs including social, emotional and behavioural difficulties, sensory impairments, medical needs and autistic spectrum disorders. About half of all pupils are from minority ethnic backgrounds. The school has achieved a number of awards including Healthy School status and the Leading Parent Partnership award. It provides an outreach service to give support to mainstream schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school in which pupils thrive. Parents and carers are extremely pleased with their children's education. 'Since my child joined West Lea she has improved immensely both educationally and socially. I cannot sing the school's praises enough' is a typical comment from a parent. The quality of care provided by the school is outstanding and results in very positive relationships and good behaviour. Many aspects of pupils' personal development and well-being are excellent. The school has a calm and harmonious ethos which pupils value.

Pupils achieve well. By Years 10, 11 and 12 many attain vocationally accredited courses and some attain entry level GCSEs and/or Entry Levels in subjects such as English, mathematics, information and communication technology, science, art and geography. Pupils develop confidence and self-esteem through their successes. Teaching across the school is good and engages pupils in some excellent activities from the rich and varied curriculum, which is enhanced by the sports specialism. In a small minority of lessons there is a lack of pace and teaching does not challenge pupils to do enough work in the time allowed. In these lessons expectations of what pupils can achieve are not high enough and learning dips. Provision in the sixth form is good, but there are outstanding features to its curriculum. An innovative two-year course to prepare pupils for their futures has been introduced. A particular strength of the sixth form provision is the travel plan that ensures that older pupils all have an Oyster card, so that they can learn to travel around London independently.

Leadership and management are good, firmly based on ongoing evaluation of the school's strengths and weaknesses. The promotion of equal opportunities and community cohesion is excellent. Partnerships, both parental and with outside groups, are exemplary. The school has established itself in the local community as an outstanding source of expertise for helping pupils with behavioural and learning needs. Staff have built very strong links with local schools and businesses which have broadened opportunities for pupils to learn about the world of work and which help them in their work-related courses. School development planning is good, a result of effective monitoring and accurate self-evaluation, which ensures that leaders and the governing body are well aware of what needs further improvement. In the sixth form, development planning has had a good impact, but its evaluative base is less secure; although pupils' achievements are tracked for the benefit of them as individuals, the success of projects and overall achievement are not evaluated strategically. Many changes have been made in the past two years leading to good school improvements since the last inspection. This track record demonstrates that it has a good capacity to improve further.

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

- Improve teaching, by:
  - providing pupils of all abilities with sufficient challenge
  - ensuring that the pace of pupils' learning is consistently high.
- Improve planning within the sixth form, by ensuring it is based on clear self-evaluation of previous strategies and students' achievements.

## Outcomes for individuals and groups of pupils

2

Most pupils' attainment on entry to the school is extremely low as a result of their special educational needs and/or disabilities. For this reason attainment is unlikely ever to rise above low, compared to pupils nationally, and attainment is not graded in the report. Nevertheless, pupils achieve well. All groups of pupils at the school make good progress during their time at the school, partly because of exciting activities that engage them and help to keep them focused. For example, pupils in Years 3 to 6 made good gains in learning about 'Autumn' because of the effective use of real resources and carefully focused questions that extended their knowledge. They were able to recognise different vegetables and learnt the reasons for leaves changing colour. In another session in Years 10 and 11 pupils were excited by using cameras as part of their Award Scheme Development and Accreditation Network (ASDAN) course. They made good progress in learning new vocabulary so that by the end of the lesson they could show the difference between a 'landscape' and a 'portrait' photograph. Successful independent learning meant that each pupil succeeded at their own level. Older pupils regularly acquire academic and vocational accreditation which prepares them well for their futures. However, in lessons, pupils' pace of learning occasionally drops, for example when they wait too long to take a turn on something. Pupils with additional special educational needs and/or disabilities, such as autistic spectrum disorders, behavioural and emotional difficulties, medical needs and/or sensory impairments, make similar progress to their peers because of clearly focused targets and rigorous monitoring.

Pupils' understanding of healthy eating is excellent and was evident during lunchtimes when pupils made real choices from a variety of healthy foods. Many keep fit by attending after-school sports clubs and joining in with sports activities with other local schools. Pupils really enjoy working with the community and regularly raise funds for different charities. The productive school council eagerly talk about their contribution to improving the school. For example they have made the playground safer by introducing specific areas for bike riding and introduced round tables at lunchtimes to foster communication. Pupils have a very clear awareness of the many different cultures that make up their school and they value each other's beliefs and lifestyles. They get on very well with each other and older ones regularly help younger pupils with their reading and in the playground. From their earliest years pupils develop good attitudes to learning because of the very effective support systems in each class. Attendance is above average and improving. Several pupils enter the school with a history of poor attendance in their previous placements and poor behaviour. They quickly settle, behaviour improves, and they soon start attending regularly.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

A rich and varied curriculum in all parts of the school is having a very good impact on pupils' enjoyment and on their achievement. The sports specialism has ensured that the school is fully involved with London Youth teams and the National Special School Games through which several pupils are training for the 2012 Special Olympics. Links with the National Cricket Centre of Excellence resulted in five pupils recently going to play in Jamaica as part of the Middlesex team. Enrichment through visits, sports activities and visitors is exceptional and helps to keep pupils engaged in learning. For example, one group went on a visit to the Tate Modern during the inspection and greatly enjoyed looking at the exhibitions of modern artists. Close links with 'Radio Marathon', a Cypriot charity for people with disabilities, has provided high levels of enjoyment and work experience for pupils.

The effective range of approaches used in lessons, particularly visual learning, the use of signs and real resources, ensures that pupils with a wide range of needs can access learning. Questioning is a strength in many lessons, helping to extend pupils' understanding and ensuring that pupils of different abilities make good progress. This was evident in science in Years 4 to 6 where a focused questioning session extended pupils' understanding of the changes in weather in different seasons. Those pupils with autistic

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spectrum disorders and those with behavioural and emotional difficulties all made good progress because of good awareness of their needs and tasks that were appropriate to their abilities. However, in some lessons pupils are not challenged as well. At such times they have too little opportunity to get actively involved by making choices or decisions about their learning for themselves. Nevertheless, assessment information is generally used well to plan tasks and data show a clear view of pupils' individual successes, although there has been no external moderation to validate the school's assessment judgements. Teaching assistants are usually enabled to make a good contribution to learning although occasionally they do not take an active part.

Parents and carers rightly believe that their children are very well cared for and safe at school. Staff work exceptionally well to support all groups of pupils, drawing on expertise from a wide range of other professionals and setting up support groups to involve and engage families. Transition is well planned so that older pupils transfer smoothly to college. Strategies to support pupils with autistic spectrum disorders and those with challenging behaviour or additional needs such as sensory impairments are excellent, resulting in full inclusion and enjoyment by these groups.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's clear vision is evident in all aspects of the school's work. She has embedded her ambition and desire for improvement by rigorously reviewing all aspects of the school's work. Recent improvements include the curriculum, increased community links, and the excellent approach to community cohesion. She has set a clear direction for the future, ably supported by the assistant headteachers, staff and the governing body. Excellent links with parents and carers have been forged through regular contact, coffee mornings, translated letters, parent workshops and home visits, all of which are highly valued. The school's vision statement identifies the importance placed on equality and the whole school community is rigorous about tackling any form of discrimination. The effective assessment data and tracking systems are used rigorously to ensure the rapid progress of all groups.

Governance is good. The governing body is both supportive and challenging, and it fully meets its responsibilities. Safeguarding procedures are excellent and exceed current government guidelines. The site is exceptionally secure and procedures to keep pupils safe are rigorously applied. The school's outstanding community cohesion strategy has resulted in extended links locally, and ensures pupils' very good cultural development. Effective

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links with a special school in Turkey are helping to promote greater understanding by pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Students achieve well in the sixth form and value their course highly. The good range of accreditation supports their academic and personal development very well. Students are positive and say that they really enjoy college. This is evident in their good attendance and their productive work rate. Students benefit from effective support and guidance which help them to find the right path for their futures. They eat healthily and the vast majority choose to participate in sport, including extended school activities. Visiting providers help them to understand about safety and the importance of avoiding drugs and alcohol, and give guidance on sex and relationships. In school, students from the sixth form take their responsibilities seriously. They regularly spend time reading to the younger pupils for example, and ensure that the youngest ones all have someone to play with in the playground. Opportunities to engage in work experience are widespread. Good leadership and management ensure that students' achievements are regularly assessed and staff are strongly committed to improvement. Leaders have developed the new and exciting two-year course for the students but there has not yet been any evaluation to check its impact on students' achievements.



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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Parents and carers are very pleased with the school, as is reflected in its Leading Parent Partnership award. 'Overall I am extremely happy with the school; my child is very happy there' is a typical comment received from parents. Almost all of those who responded to the inspection questionnaires said that their child enjoys school and that the school helps them to lead safe and healthy lives. A few parents and carers do not feel that their child is well enough prepared for the next stage of their education. The school has recently introduced a two-year course into the sixth form to ensure that pupils are well prepared for their futures. Parents and carers of pupils already in the sixth form are very supportive of the provision. 'The new scheme put in place to allow our children to stay at school until they are 18 has worked really well. The support our son has been given has given him great confidence and has prepared him well for the transition from school to college' commented one parent.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Lea School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	61	14	37	1	3	0	0
The school keeps my child safe	25	66	12	32	0	0	0	0
My school informs me about my child's progress	22	58	13	34	1	3	0	0
My child is making enough progress at this school	14	37	19	50	1	3	0	0
The teaching is good at this school	22	58	12	32	1	3	0	0
The school helps me to support my child's learning	22	58	11	29	1	3	0	0
The school helps my child to have a healthy lifestyle	21	55	14	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	45	12	32	2	5	2	5
The school meets my child's particular needs	24	63	11	29	0	0	0	0
The school deals effectively with unacceptable behaviour	19	50	15	39	1	3	0	0
The school takes account of my suggestions and concerns	21	55	14	37	1	3	0	0
The school is led and managed effectively	21	55	15	39	0	0	0	0
Overall, I am happy with my child's experience at this school	27	71	10	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 October 2010

Dear Pupils

**Inspection of West Lea School, Edmonton, London N9 9TU**

Thank you for your help during our recent visit to your school. We enjoyed hearing all about the work you do and how much you enjoy school. This letter is to tell you some of the things we found out during our visit.

- West Lea is a good school.
- You enjoy coming to school and your attendance is improving. Well done!
- You make good progress and most of you work hard in your lessons. Older pupils do well in their exams.
- You told us all about your healthy lifestyles and we know you do lots of exercise.
- Students in the sixth form really like their new course. We particularly enjoyed hearing about your work experience.
- All of you try hard to behave well and you work well together.
- Your leaders keep you safe and secure.

We are asking your school to do two things to help you do even better.

- Make sure that you always have enough to do in lessons and the work is just right for you.
- Make sure that the sixth-form provision is checked carefully so that it is easier to improve.

You can help by always trying as hard as you can. Thank you again for your welcome.

Yours sincerely

Denise Morris  
Lead inspector

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