

Enfield Grammar School

Inspection report

Unique Reference Number	102059
Local Authority	Enfield
Inspection number	355119
Inspection dates	20–21 October 2010
Reporting inspector	Paul Scott

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	1092
Of which, number on roll in the sixth form	195
Appropriate authority	The governing body
Chair	Rosemary Stanley McKenzie
Headteacher	John Kerr
Date of previous school inspection	10 January 2008
School address	Market Place Enfield EN2 6LN
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed the school's work, observed 38 lessons and met with students, staff and governors. A number of school documents and policies were reviewed, including the school's progress tracking information, equalities and safeguarding policies and minutes of governing body meetings. A total of 118 questionnaires from parents and carers were received and considered. A sample of students and all staff were asked to contribute their views via questionnaires.

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

- How effective is teaching in targeting individuals' learning needs, particularly for the gifted and talented/most able students?
- What impact has the specialist sports status had on the school?

Information about the school

Enfield Grammar School is a comprehensive school for boys in Enfield and an increasingly wide surrounding area. The sixth form has partnership arrangements with other local schools and includes girls. There is a wide range of ethnic groups represented in the school. The proportion of students whose first language is believed not to be English is consistently above average. The proportion of students known to be eligible for free school meals is below average. The proportion of students with a statement of special educational needs is in line with the national average, but the overall proportion with special educational needs and/or disabilities is above average. The school has held specialist sports college status since September 2010.

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

- Attainment in the school is high, with the very large majority of students gaining five or more A* to C grades in GCSE or equivalent. The proportion of students achieving A* and A grades at GCSE is broadly average. Students make good progress in the main school and satisfactory progress in the sixth form.
- Students enjoy school and the overwhelming majority have high aspirations for their future lives. They see the clear benefits of their learning and future education, including university and other higher education opportunities. This is promoted well by the school. There is a 'can do' attitude and an increasingly high focus on tailoring provision to the needs of individuals.
- Teaching and learning have improved rapidly since the last inspection. The majority of teaching is good or outstanding. The inconsistencies in teaching and the use of assessment to support learning are being tackled by the school effectively and systematically. However, some lessons do not currently secure appropriate progress. ♦
- The school's specialist sports college status is reflected in strong provision in sport, and a high level of success in this area. ♦
- Students in the sixth form achieve satisfactory outcomes overall. The sixth form is well led and is developing quickly to ensure that the students' needs are fully met as the curriculum is refined and clear plans implemented.
- Governors are clear about the role they play in the school's development. They are self-critical and have undertaken a great deal of work to ensure they will be better able to hold the school to account. Monitoring of all aspects of the school's work is satisfactory and becoming more robust. Governors are involved in self-evaluation of the school. Senior leaders are clear about the many strengths in the school. They also know the key areas for development, prioritise well and are successful in driving improvements.
- The school has a very positive, inclusive and effective strategy to ensure all students can be successful. Students have a wide range of opportunities and are particularly successful in understanding and developing workplace skills that contribute to their economic well-being.
- The school engages with parents and carers effectively, and is clear about how to improve links further in order to involve them more in students' learning.

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

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What does the school need to do to improve further?

- Use assessment and progress tracking information more consistently to:
 - ensure progress is increased further for all students through more focused planning and learning opportunities that match individual students' needs
 - make sure that students of all abilities are challenged further and a greater proportion achieve the highest grades.
- Develop the curriculum in the sixth form to ensure that the needs of individuals are met more acutely.
- Develop the governance arrangements further to ensure a systematic coverage of monitoring and analysis to improve the impact of the school's work.

Outcomes for individuals and groups of pupils

2

The high levels of attainment seen in lessons and students' books reflected recent GCSE examination results, where the proportion of students gaining the equivalent of five or more A* to C GCSE grades including English and mathematics was significantly above average. Students make good progress overall from starting points that are slightly higher than average. Although progress in the sixth form is not currently as strong, the trend over time for all areas demonstrates increasingly rapid and sustainable improvements. This is largely due to the commitment of staff making improvements in teaching and learning and the positive attitudes learners have in contributing to their own success. In lessons students make very positive contributions, even when work is not so engaging or challenging. Students' enjoyment of lessons, particularly when they are challenged, was clear to inspectors. They readily engage in discussions with enthusiasm and respond to support and advice when it is given.

Behaviour is good and students feel that any problems that may arise are dealt with effectively. They feel safe and valued and have a strong sense of fair play and social equality. They are eager to point out where they feel things are inconsistent, but are equally able to point out the commitment and additional work that teachers and other staff contribute to their development. They articulate issues well and put forward strong arguments to support their views. Students are clear about the opportunities the school offers but are also keen to ensure the improvements that have already taken place continue. Students have a clear understanding of how they can contribute to the school and wider community and demonstrate a great loyalty to the school. Student voice is valued by students but is at an early stage of development so far.

Students have a clear understanding of important aspects of citizenship and how they can contribute to and take a fuller part in society. The school has a strong history of sport and students take part in a wide range of sports. In the exemplary Year 7 student inter-form rugby competition, students played a big part in managing themselves very well and also in the management of the event, demonstrating a very cooperative culture and a high level of maturity and commitment, recording results as well as ensuring they were prepared for the many games, including warming up and team tactics. Teachers present refereed and coached the matches to ensure students enjoyed and progressed according to their own needs. The high level of activity and enjoyment demonstrated how well students adopt healthy lifestyles and take responsibility for their own health.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Many lessons are good or outstanding but there are some lessons that do not yet secure the higher rates of progress and do not challenge all students. The best lessons secure high rates of progress, as teachers understand students' needs well. They use progress-tracking information effectively to tailor learning opportunities to individuals. Positive relationships ensure mutual trust, allowing teachers to develop interesting and engaging learning opportunities that encourage students to work more independently. Teachers have very secure subject knowledge but do not always take account of prior learning and so opportunities are sometimes missed to consolidate and develop understanding and skills. There is a very positive learning culture across the school and intervention strategies that secure student progress.

The school is increasingly informed about the progress of each individual. Data systems have recently been updated and are becoming more useful in informing staff about performance. The school is aware that further detailed analysis at all levels will help establish a clearer picture of performance. There is also a need to be more consistent in the use of the student data to target learning opportunities. While there is still much to do to ensure all staff are more analytical about their practice, the school has an effective implementation plan that has already had a positive impact on students' progress.

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The curriculum is broad and balanced. It meets the needs of students in the main school well. The range of pathways available to students is well understood and progression opportunities into the sixth form are available for all students. Students value a wide range of curricular opportunities, including the extensive sports programme, along with music and arts and other extra-curricular opportunities.

The school has good arrangements for care, guidance and support. A wide range of strategies ensures an inclusive community. Transition arrangements support students who join the school in Year 7 well and students feel they settle into the school quickly as it is a friendly place. Students are encouraged throughout the school to continue their education beyond Year 11 and feel very well supported in the sixth form. There are good systems for identifying needs and supporting students, including those with special educational needs and/or disabilities. Most students surveyed felt the school helped them to prepare successfully for the future.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has been instrumental in the success of the school, and staff at all levels are clear about the school's direction. Morale is high and the very large majority of staff feel valued. They are well aware of the school's many strengths and their increasingly analytical approach towards their own practice means that they contribute effectively to the strategic goals of the school. Leaders at all levels are involved in evaluating impact and are aware of where inconsistencies exist, including in their own practice, and are prioritising them well and tackling them robustly.

The effectiveness of the governing body is satisfactory but improving. Governors are committed, are developing a more systematic approach to governance, and are increasingly challenging the school's leaders regarding school performance.

Safeguarding arrangements meet the requirements of current legislation. The school's arrangements to promote equal opportunities and tackle discrimination are good. This has resulted in a high level of harmony across the school community. There are increasing international links, for example through the 'rivers of the world' project, that give students a wider perspective of life around the world. The school engages with parents and carers but this is an area that the school has identified where it can do more. Parents and carers also indicated from the questionnaires that they would like further opportunities to support their child.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form is increasingly successful and ensures students have a wider range of opportunities to continue their studies. Students' success at the end of Year 11 means they have a wide range of post-16 opportunities. Many students choose to stay on at the sixth form as they feel the support they receive is very good and there is an increasing range of courses and combinations as a result of the many partnerships the sixth form has. Students registered at other institutes, including female students, are taught in Enfield Grammar. Some of these students explained that they value the teaching and support they receive from the school.

Students in the sixth form have starting points below those found nationally and achieve outcomes that are broadly average, making satisfactory progress overall. There are clear plans to develop the curriculum further in the sixth form to ensure the needs of students are further met. The changes in the curriculum have assisted in the increasingly positive outcomes for students. The improvements in care, guidance and support for sixth form students, the developing curriculum and the improving teaching demonstrate the good leadership of the sixth form.

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

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

Views of parents and carers

The proportion of questionnaires returned by parents and carers was below average. The very large majority of those who responded are happy with the experience their child has at the school and feel that their child is safe and enjoys school. However, a significant number feel the school should take more account of suggestions and concerns, and also feel that the school does not help them to support learning enough. Most parents and carers feel that behaviour is dealt with effectively and the school is well led.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Enfield Grammar 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 1092 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	41	61	52	6	5	2	2
The school keeps my child safe	53	45	58	49	5	4	1	1
My school informs me about my child's progress	31	26	58	49	18	15	4	3
My child is making enough progress at this school	33	28	59	50	15	13	3	3
The teaching is good at this school	30	25	59	50	21	18	0	0
The school helps me to support my child's learning	24	20	56	47	27	23	4	3
The school helps my child to have a healthy lifestyle	36	31	59	50	17	14	1	1
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)	33	28	47	40	15	13	5	4
The school meets my child's particular needs	39	33	49	42	14	12	4	3
The school deals effectively with unacceptable behaviour	42	36	57	48	17	14	1	1
The school takes account of my suggestions and concerns	19	16	57	48	18	15	6	5
The school is led and managed effectively	35	30	59	50	13	11	3	3
Overall, I am happy with my child's experience at this school	47	40	50	42	15	13	3	3

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



22 October 2010

Dear Students

Inspection of Enfield Grammar School, Enfield EN2 6LN

I would like to thank you for the very warm and friendly welcome you gave to the inspection team and me when we visited the school.

I was most impressed with your positive attitudes and the many interesting and engaging conversations I had in lessons and around the school. You have a clear understanding of the many strengths in the school and some sensible suggestions for improving things further.

It was good to hear how much you valued the hard work of many staff members and that you appreciated their commitment. Your commitment to your future, your behaviour and the way you embrace the opportunities you have are also great contributors to your success.

You achieve well in the school and attainment is high. The wide range of good and sometimes outstanding teaching contributes to this a great deal. You are aware that some lessons, however, do not secure the same levels of progress and are not as engaging.

The leaders of the school do a good job and have clear plans for how they can improve things still further. Governors are becoming more systematic about their role in the school. The sixth form is very inclusive, is well led, and has appropriate plans to develop the curriculum still further.

The school has improved a great deal since the last inspection but is not complacent and has further plans to ensure further improvements for all students. You can contribute to its development by ensuring you articulate your feelings and experiences to leaders across the school.

I wish you the very best for the future.

Yours sincerely

Paul Scott

Her Majesty's Inspector

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