

Enfield Secondary Tuition Centre

Eldon Road, London, N9 8LG

Inspection dates

28 February–1 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
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 because:

- Almost all students make outstanding progress academically, but more especially in their personal development, after a history of disturbed education and with low levels of attainment on entry.
- The students quickly regain their motivation to learn because of the dedication of staff and the outstanding care and support the students receive.
- The overwhelming majority of students gain between six and eight GCSEs at grades A* to G and convincingly narrow the gap between the centre's results and those of mainstream schools.
- Teaching is almost always at least good and sometimes outstanding. The quality of teaching has continued to improve since the previous inspection as a result of rigorous monitoring, effective performance management and the commitment of teachers to provide the best for the students.
- Students report that they feel valued by staff. They respond by exhibiting mature and sensible behaviour in lessons and elsewhere, which has a very positive impact on their learning.
- The leadership and management of the centre are outstanding. The relatively new headteacher and most of the senior team have very successfully managed the growth of the centre and the inclusion of a further site over the last year.
- The management committee has a detailed knowledge of the workings of the centre. Members provide outstanding critical challenge and support.

Information about this inspection

- Inspectors observed 12 lessons and parts of lessons, all of which were joint observations with senior staff.
- Meetings were held with students, staff, senior leaders, the Chair of the Management Committee and a representative of the local authority.
- There were no responses to the online questionnaire (Parent View) but inspectors took account of the regular centre questionnaires returned by parents and students. The 33 returned staff questionnaires were also taken into consideration.
- The inspection team observed the centre's work and looked at a range of documentation, including development planning and self-evaluation. Records of the students' progress and behaviour and the monitoring and evaluation of teaching standards since the previous inspection were scrutinised, as well as curriculum documents, the work of the management committee and information on the safeguarding of the students at the three sites.

Inspection team

Melvyn Blackband, Lead inspector

Additional inspector

Jackie Blount

Additional inspector

Full report

Information about this school

- The centre, which is on three sites, provides for students who have been permanently excluded from their mainstream schools or who are at risk of exclusion. The Newbury site provides for Key Stage 3 students with the aim of reintegrating them into mainstream schools. The Swan site caters for students who have been excluded and for a small number of students with complex emotional and behavioural needs. This site has recently been amalgamated into the centre's provision and can cater for up to 40 students.
- There is an ethnically diverse student population, reflecting the make-up of the borough. The largest group is White British but many students are from Black Caribbean or African backgrounds and there are a number of Turkish origin.
- Many of the students have disabilities or special educational needs, almost all social, emotional and behavioural needs, but only a small number have statements of special educational needs.
- Most students qualify for the pupil premium because they are entitled to free meals or because they are in the care of the local authority. The local authority has not as yet delegated these funds to the pupil referral unit but compensates by other adjustments to the centre's budget.
- There are three times more boys than girls.

What does the school need to do to improve further?

- Address the accommodation shortcomings so that students can be offered a wider range of practically-based courses

Inspection judgements

The achievement of pupils

is outstanding

- Students almost always enter the centre with low levels of attainment and negative experiences of education. Many also face severe challenges to their learning because of their social and emotional difficulties and their history of poor attitudes to schools and teaching. They are predicted to gain few qualifications.
- Despite these barriers to their learning almost all students make exceptional progress. By the end of Year 11, students have gained a range of GCSEs, including English and mathematics, in a growing number of cases, at grade C and above. Since the previous inspection, the number of GCSEs gained by students at grades A* to C has risen steadily and looks set to rise further in 2013. There are no differences in the attainment of different groups, and disabled students and those with special educational needs do as well as their peers.
- As a result of their achievements, the students are exceptionally well prepared for the next stage in their education. Virtually every student goes on to further education and some students who have left since the previous inspection are beginning university degree courses.
- The majority of Key Stage 3 students successfully reintegrate into mainstream schools because of their levels of academic attainment and their impressive personal development.
- The students make often spectacular gains in their reading, writing and spelling. This is due in part to specific literacy lessons for all students. Their newly found confidence and ability to tackle printed material has a huge impact on the students' progress. The few students who speak English as an additional language benefit considerably from this intervention.
- At all sites, students' behaviour is outstanding and they display high levels of concentration and great interest in their studies. The development of the students' moral and social skills is excellent. Their attitudes to learning improve quickly because of their progress in literacy and because staff work untiringly to encourage their efforts and to promote their confidence in their own abilities.

The quality of teaching

is outstanding

- Teaching has continued to improve since the previous inspection. This is a result of rigorous and regular monitoring by the senior team at each site and a variety of effective coaching and support strategies to sustain the new staff recruited over the present academic year as the centre has grown.
- Teachers have high expectations of students' progress. Students in Key Stage 4 are all studying for GCSE in each of the subjects offered. The pace of learning is rapid and students, where necessary, are given intensive support to ensure they make excellent progress. Teachers ensure lessons are interesting and relevant. Since classes are usually small, each student receives a high degree of personal tuition. The students' work is closely monitored and very good oral feedback is given to them so they know how to improve their work.
- Teachers and support staff enjoy very good relationships with students. Students trust and respect the adults in their classroom and this harmonious relationship effectively promotes the quality of learning.
- A relatively new system of evaluating the students' progress in small steps is proving effective in improving their performance. Teachers' assessment of students is excellent. Teachers mark coursework in detail and students are regularly invited to assess their own work and to discuss their progress with teachers. The students feel that they have ownership of their learning and this has a good impact on their motivation to learn.
- The teaching of English and mathematics is excellent, helping students to make outstanding progress. There are very well-taught, tailored literacy programmes for each student, which results in rapid reading and spelling gains. Teachers in other subjects know how reading and writing may be used to the best advantage in their lessons. They work in partnership with the

English and literacy teachers to promote and extend the skills of each student.

- Teachers' planning is effective because it is very clearly linked to the demands of the GCSE programmes. As a result, students are well aware of what they should learn and how it will be assessed. Within this strong framework, teachers successfully adapt the work to take account of the different abilities and starting points of their students. While tasks are challenging for students, teachers set work which is nevertheless within their grasp to ensure that they do not lose confidence.

The behaviour and safety of pupils are outstanding

- The students' behaviour is outstanding throughout the centre. Their conduct in class and at breaks and lunchtime is considerate of others. Each of the three sites is a calm and relaxed place of learning with a close family atmosphere. Staff and visitors are greeted warmly but respectfully; each student wears uniform and takes pride in belonging to the centre. Records show that the students' behaviour has steadily improved since the previous inspection, when it was judged to be good. The students' attitudes to learning are exemplary.
- An outstandingly well-thought-out and managed pastoral system encourages the students quickly to take responsibility for their own behaviour. Where they make poor choices this is patiently explained to them and they are allowed to make restitution. They understand the consequences of their actions and fully accept that these are fair and consistent. All students have regular weekly reviews of their behaviour plans with staff. This helps them understand their actions and how they can improve their behaviour. Staff have high expectations and constantly remind the students that their behaviour must be acceptable both in mainstream schools and in social, adult settings.
- The students' spiritual, moral and cultural development is supported by extremely effective silent reflection sessions at the end of assembly and in personal, health and social education lessons.
- Students report that there is very little bullying and that it is dealt with quickly. Records show no racially motivated incidents. The students say that they feel safe at the centre and love to be there. The safeguarding of the students is outstanding. Attendance for the great majority is above average for the type of provision. The centre has excellent strategies to combat absenteeism and to support students in attending. Parents and carers are very supportive of the centre's efforts.

The leadership and management are outstanding

- The headteacher, supported by an enthusiastic senior team, has steered the centre very successfully through a period of substantial change and growth. He has established a clear strategy to maintain and improve the provision still further. All staff fully subscribe to his vision and morale is very high. The local authority has provided very competent support through the changes. There has been steady improvement since the previous inspection in the students' performance and in the quality of teaching. Together with the centre's rigorous self-evaluation and focused development planning, this suggests an outstanding capacity to improve further.
- Teaching standards are so good because of a high level of critical but supportive monitoring by the senior team and a refusal to accept inadequate performance. Staff are supported very well through performance management procedures and this is accompanied by tailored and effective regular training.
- The curriculum has been well adapted to the needs of students. Their basic skills are very well provided for and using these skills they are challenged to achieve highly and far above the levels which they thought themselves capable of before joining the centre. The students are able to follow a range of GCSE courses and gain the quality of accreditation which equips them very well for future further education or training. A variety of educational visits and residential and day

outdoor experiences helps to broaden their cultural horizons and to teach them how to get on with others. All the students are equally valued. Each student is encouraged to aim high and there is no discrimination.

- Some inadequate accommodation restricts the students' choices in practical vocational courses, although the centre has been imaginative in adapting areas to provide food technology, art and drama.
- The partnerships with the local community and with a range of professional support organisations are outstanding. There is a very promising and close relationship with a local high school to enable the joint training of staff and ultimately shared lessons for students. The centre makes very good use of social services and police-based support. For instance, the youth engagement panel works effectively with individual students who have been referred through the courts. Parents and carers report excellent relations with the centre. Staff telephone them every week to give them updates on their children's performance.

■ **The governance of the school**

- The management committee has an exceptionally strong grasp of the centre's operation, its strengths and areas for development. This is because members are highly experienced education professionals and because of their close relationship with the centre staff and leadership. Members are fully aware of teaching standards, what is done to remedy under-performance and exactly how performance management procedures are used to reward staff. The committee has a clear understanding of the students' progress and personal development and how these compare to mainstream schools. Specific members take responsibility for health and safety and the safeguarding of the students, ensuring that statutory requirements are fully met. The committee maintains stringent supervision of the centre's finances. Although pupil premium funding is not devolved to the centre, the local authority makes full provision in its grant to the centre. The committee has a strong influence on the monitoring of students' performance and the use of this funding appropriately to support students in achieving their goals.

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

Unique reference number	101972
Local authority	Enfield
Inspection number	400517

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The local authority
Chair	Del Goddard
Headteacher	Gary Lefley
Date of previous school inspection	24–25 June 2010
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