

Enfield Grammar School

Market Place, Enfield, Middlesex, EN2 6NL

Inspection dates

4–5 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress in all year groups in English and mathematics and in other subject areas. Pupils make particularly good progress in mathematics.
- GCSE results in 2013 were significantly above the national average. Pupils performed particularly well in mathematics.
- The sixth form is good. Students in the sixth form achieve well. A-level results in 2013 showed an improvement on those in 2012.
- The overall quality of teaching is good across the school, including in the sixth form. A small proportion is outstanding. Pupils and students learn most effectively when teachers give them opportunities to explore deeper and more sophisticated ideas to see how far they can go in their learning.
- Leaders, governors and staff carry out regular checks on the quality of teaching. This has a positive impact on pupils' and students' achievement.
- Governors work successfully with the school to raise standards. They are very supportive of all the measures that the senior managers have been putting in place to improve the school over the past few years.
- Pupils are safe and secure and behaviour is good. Pupils in Key Stages 3 and 4 and students in the sixth form share a keen desire to do well and they apply themselves with eagerness to their work.

It is not yet an outstanding school because

- Teaching is not outstanding. Marking and setting homework are not consistently applied. The more-able pupils are not always stretched and challenged enough.
- Subject leaders work too much in isolation within their own areas. As a result, they are not able to benefit from sharing their work with other leaders, particularly in relation to checking the quality of teaching and learning.

Information about this inspection

- Inspectors observed 43 lessons. Eleven were observed jointly with the headteacher and deputy headteacher. A further six lessons were observed jointly with other members of the senior leadership team.
- Meetings were held with: the senior management team; a number of subject leaders and other leaders; a few teachers; the Chair of the Governing Body and four other governors; and a representative of the local authority.
- Inspectors talked to pupils in Key Stages 3 and 4 and students in the sixth form to find out their views of the school in general.
- Inspectors looked at relevant documents, including the school’s self-evaluation, the improvement plan, policies regarding behaviour and attendance, and documents relating to the safeguarding of all pupils.
- Inspectors examined the most recent government data on the attainment of pupils and students in the school and the school systems for checking on pupils’ progress through the year.
- Inspectors took account of responses from 104 parents to the online questionnaire (Parent View).
- Responses from the 41 members of staff who returned questionnaires were also considered.

Inspection team

Mina Drever, Lead inspector	Additional Inspector
Jamie Clarke	Additional Inspector
Janice Howkins	Additional Inspector
David Webster	Additional Inspector
Teresa Tunnadine	Additional Inspector

Full report

Information about this school

- This is an above-average-sized secondary school, with no alternative provision. It operates on a split-site: the lower school and the upper school. A public footpath runs between the two sites.
- Enfield Grammar School converted to become an academy in August 2011. When its predecessor, also known as Enfield Grammar School, was last inspected by Ofsted, it was judged to be good.
- There are 18 ethnic groups in the school, the largest being White British which makes up over one third of the school population. The rest includes Other White, African, Caribbean and many others.
- The proportion of pupils who speak English as an additional language – over one quarter of all pupils – is larger than the national average.
- The proportion of pupils eligible for the pupil premium funding is average. In this school, eligible pupils are those entitled to free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion of those supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' and students' attainment and progress.
- The school became an academy trust in August 2011. It works in partnership with several sporting organisations, for example Tottenham Hotspur Inclusive Football Project (United Project), Chelsea and other football clubs, Enfield and Haringey Athletics, Middlesex Cricket Club and many others.
- Professional and educational partnerships include providing A-level courses to girls from Enfield County School, if such courses are not available in the girls' school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that teachers:
 - are more consistent in giving clear guidance to pupils on how they can improve their work through quality written feedback
 - setting frequent homework and marking it regularly
 - ensuring that more-able pupils are given enough challenge so that they can work towards the highest standards.
- Develop the roles of subject leaders so that they can work together across subject areas to improve further the quality of teaching across the school.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well from their different starting points. They make good progress. Pupils join the school in Year 7 with generally above average attainment. By the end of Key Stage 4, attainment overall is above the national average.
- Achievement is good for students in the sixth form. Although the rate of progress is a little below national figures, A-level results improved in 2013 from 2012. A-level groups, who had been eligible for the pupil premium up to Year 11, make progress in line with national expectations.
- Achievement at GCSE has been above the national average over the last two years. This is due to effective measures put in place by leaders, since the school became an academy in 2011, to check the quality of teaching and learning.
- Current pupils continue to make good progress, which teachers track effectively with a new and sophisticated system put in place in September 2013.
- Pupils at GCSE attain particularly well in mathematics. The proportions attaining A* to C grades and A* and A grades are both above average. In English they also perform significantly well above national average in terms of A* to C grades, but fewer pupils attain A* or A grades. The most able pupils do not achieve as well in English as they do in mathematics.
- Pupils attain well above the national average in other subjects, for example in science subjects and business studies.
- Disabled pupils and those with special educational needs make good progress and achieve well. This is because the school has in place effective programmes to support them in their learning. Other lower ability pupils, who have not been identified as having special educational needs, also achieve well in comparison to similar groups nationally as a result of well-targeted support programmes purchased with the Year 7 catch-up premium.
- Pupils who speak English as an additional language achieve well because they are supported on a continuous basis in language across the curriculum, particularly with maintaining good levels of literacy in all areas of learning.
- The school has a well thought out policy on early entry for GCSE examinations in mathematics, which is discussed thoroughly with each pupil and with parents. Pupils who study for up to 13 GCSE examinations are given the opportunity to take GCSE earlier in winter so that they take fewer examinations all in one go in the summer. There has been no detrimental impact on results in mathematics, which are significantly above average.
- Students who have not gained a GCSE grade of A* to C in English or mathematics have specialist teaching to continue to study these subjects in the sixth form. These students are making good progress towards a C grade and above.
- Pupils eligible for the pupil premium achieve well. In 2013, the gap in attainment between these pupils and their peers was approximately a quarter of a grade in English and half a grade in mathematics. The achievement gap has been closing over the last two years, although it has closed more in English than in mathematics. Current eligible pupils are making similar progress in English and mathematics to other pupils, and in some cases are doing better.

The quality of teaching

is good

- Teaching is good overall. In mathematics it is consistently good, but quality is more variable in English.
- In those lessons where pupils make best progress they are encouraged to engage completely with their learning. Teachers give very clear explanations that pupils can apply in their tasks to develop further their skills, knowledge and understanding. For example, in a history lesson with Year 11, students contributed to a class discussion with real confidence because the teacher had prepared them well on the topic of 'Votes for Women'.

- Literacy across all subjects is becoming established as the new policy is applied more consistently by all teachers. Teachers expect high levels of accuracy in writing in subjects other than English, in all year groups, including the sixth form. For example, Year 7 pupils were expected to correct and redraft an extended piece of work on conflict in a citizenship lesson.
- Teaching in the sixth form is good, with high expectations, supported by challenging targets for all groups of students. Teachers use skilful questioning to probe and elicit a deeper understanding of more difficult concepts in lessons, particularly in history and mathematics. In a Year 13 business studies lesson, students were highly motivated creating business plans because the teacher had very good subject knowledge and engaged the students in a way that required them to respond and discuss their ideas in a mature way.
- Verbal and written feedback is variable in quality. Many pupils said that they prefer written feedback because it gives them time to think about the advice and guidance. However, some books are marked infrequently. Occasionally the written comments are not constructive enough and do not point to what needs to be done to improve.
- Teaching across the school, including in the sixth form, is not outstanding because pupils are not always motivated to improve the quality of their work. This is partly because written feedback is not always clear and informative. In addition, opportunities to stretch the most-able pupils are absent in many English lessons.

The behaviour and safety of pupils are good

- Pupils' and students' behaviour is good in and around school. Pupils in Key Stages 3 and 4 have positive attitudes towards their learning, whether they are working in groups or independently. They respond quickly to teachers' instructions. They are respectful towards one another and adults, including visitors.
- Students in the sixth form display very mature attitudes towards their studies, which has had a positive impact on the improved 2013 A-level results. They engage well with a range of enrichment activities. An excellent example is the self-initiated and self-led faith groups where positive attitudes dominate. Students consistently display great respect towards one another.
- Very good systems are in place for monitoring attendance, which involve the parents at every step. As a result, attendance is above the national average.
- There is a three-stage procedure for monitoring attendance in the sixth form, which includes mentoring. This impacts well on students' increasingly positive attitudes towards supervised private study.
- The school's systems for keeping pupils and students safe and secure are good. Pupils and students feel secure and safe walking between the two school sites. Risk assessment is in place to this effect. Parents trust the school's system to keep their children safe.
- Pupils and students trust the school's systems for pre-empting racist incidents and other types of bullying. Rare incidents are dealt with swiftly and effectively by staff and senior managers.
- The school keeps good records of behaviour incidents and deals with such incidents efficiently, quickly and effectively.
- Behaviour is not yet outstanding because, occasionally, pupils lose interest in the minority of lessons when work in lessons is not challenging enough, especially for the most able pupils.

The leadership and management are good

- Governors, senior managers and middle managers share a clear vision for this school to provide a high quality learning environment where pupils and students have opportunities to succeed and to be well prepared for the next stage in their education or work. Pupils, and students in the sixth form, are very appreciative of this vision and feel well guided and supported towards achieving it.
- The school has a good structure in place for checking the performance of teachers. Through a variety of methods, which include lesson observations and follow-up discussions, the school

provides a good platform for teachers to reflect on their own practice and identify, with subject leaders, individual areas of professional development.

- However, subject leaders do not always share expertise, knowledge or good practice, and this limits their potential to develop greater confidence and be more effective in improving the quality of teaching and learning across different subjects.
- The school has recently put in place a very effective system for monitoring progress in learning which teachers are beginning to use with greater confidence.
- Leaders in the sixth form monitor the quality of teaching and students' progress systematically through departmental reviews, since the recent appointment of the Key Stage 5 Raising Achievement Leader in the sixth form.
- The gap between the achievement of those eligible for the pupil premium and other pupils has been closing over the last two years as a result of effective spending of the government funding. Programmes include nurture groups for Year 7 and Year 8, the employment of a part-time teacher specialising in dealing with dyslexia, financing access to sports clubs, rewards trips, and digital technology.
- The curriculum is broad and balanced at Key Stages 3 and 4, with a range of subjects providing opportunities for academic and vocational pathways which meet the needs of individual pupils. A programme to develop literacy further is well established, with resources that can be used in subjects other than English.
- The variety and range of programmes of study in the sixth form have increased. There are now three pathways, as in Key Stage 4. A-level, vocational and combined courses enable good progress where education and career aspirations are clear.
- Students speak highly of the very good quality support and guidance they receive from internal and external providers. This enables them to be very ambitious. Many of them go on to very good universities and are encouraged to apply for Oxford and Cambridge.
- The school provides a wealth of experiences, across all key stages, including the sixth form – well beyond the core programmes of study – for developing the spiritual, moral, social and cultural aspects of education. There are a number of rich and varied sports clubs and activities, musical enterprises, theatrical involvement, both through visits to theatres and productions in school. International links are well established and charitable work is fully developed. The pupils and students in this school are truly given experiences beyond the school confines that they may not otherwise have.
- Since becoming an academy the school buys improvement services from the local authority. Programmes to improve the quality of teaching, led by the local authority, have had a positive impact on raising the school's achievement.
- **The governance of the school:**
 - The governing body is very effective in transmitting its passion for providing very high standards of education to its pupils and students. It is rightly proud of what the school has achieved since it became an academy. Governors recognise that more needs to be done to improve the quality of teaching in order to raise standards even higher for the most able pupils. They feel much more involved since the conversion to academy and have built stronger relationships with parents by attending parents' evening and other events and talking to parents. Parent governors, as well as others, have a particularly good knowledge of performance data and are fearless in challenging the school's managers about the underperformance of high ability pupils in English. They ensure that the school development plan is geared towards raising achievement and keep a close eye on the spending of the pupil premium by checking on impacts of support programmes. They also manage a tight school budget well.

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	137094
Local authority	Enfield
Inspection number	441121

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Comprehensive
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	1,117
Of which, number on roll in sixth form	210
Appropriate authority	The governing body
Chair	Rosemary Stanley-McKenzie
Headteacher	John Kerr
Date of previous school inspection	not previously inspected
Telephone number	0208 363 1095
Fax number	0208 342 1805
Email address	jkerr@enfieldgrammar.com

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