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23 September 2014

Emma Breckenridge  
Headteacher  
Enfield Heights Academy  
Pitfield Way  
Enfield Highway  
Enfield  
EN3 5BY

Dear Miss Breckenridge

### **Requires improvement: monitoring inspection visit to Enfield Heights Academy**

Following my visit to your academy on 23 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- ensure that the academy improvement plan includes clear timescales for the implementation of activities, and the timing of checks on the progress of these actions. Plans should also clearly identify who is responsible for each action, who will monitor progress, and how this will be evaluated by governors.

### **Evidence**

During the visit, meetings were held with you, the Executive Headteacher, the Chair of the Rapid Improvement Board and one other governor to discuss the action taken

since the last inspection. Together, we completed short visits to lessons in all year groups currently on roll. I met with groups of staff, and briefly with some pupils. The academy improvement plans and Ofsted report analysis were evaluated. Other documents scrutinised included information about pupils' attainment in 2014, and evidence of activities to monitor the quality of teaching. A sample of pupils' work was also considered.

## **Context**

Following the last inspection, the academy sponsor negotiated a withdrawal from sponsorship of the academy. On 1 September 2014 the academy became part of Cuckoo Hall Academy Trust, a local cluster now consisting of one secondary and four primary academies. Most staff members left the school, and the Trust has recruited new staff. The new leadership team and most other staff have been transferred from other schools within the Trust. The governing body was disbanded by the previous sponsor and a Rapid Improvement Board established.

## **Main findings**

After taking over responsibility for the school on 1 September 2014, the academy trust acted swiftly to reconstitute the Rapid Improvement Board. Members of the board include experienced governors from within the trust, and two remaining governors from the previous governing body. It is unfortunate that the board has not yet met. The board is due to have its first meeting next week when its membership will be confirmed. They will also discuss the academy improvement plan and identify any training needs for governors. Since becoming part of the Cuckoo Hall Academy Trust, communications from the trust to governors, staff and parents have become more effective. Prior to this, however, communications were poor.

In the short period of time since taking on responsibility for the academy you have identified key priorities and taken appropriate actions to address these. Matters of urgency, such as ensuring that passers-by are unable to see into classrooms, have already been addressed. New members of staff, who are familiar with the ethos and policies of the academy trust, have been able to implement a highly consistent approach to behaviour management. This is already reaping benefits in terms of pupil engagement. As we visited classrooms, all pupils were engaged in activities and we saw no disruption to learning. Staff members at all levels report an improvement in behaviour in the two weeks since the start of term. They consider this to be the result of high expectations and the establishment of routines. You have analysed the inspection report and identified appropriate actions to take in order to address the areas for improvement it highlighted. These align with the priorities in your wider academy improvement plan. However, these documents, which are still in draft form, do not include timescales. The Chair of the Rapid Improvement Board has recognised that timescales need to be in place as without

these governors would be unable to judge whether the academy is on track to achieve its goals. Plans are not always clear about who is responsible for the implementation of actions or who is responsible for checking that these actions have taken place.

You have ensured that all pupils have been assessed at the start of the academic year and their attainment recorded. You have set up a system of assessing individual pupil progress and will measure every six weeks. Pupils in years 1 and 2 have been organised into ability groups for English and mathematics based on your recent assessments to ensure that all receive work that is sufficiently challenging.

There is evidence of improvement in the quality of teaching in the first two weeks of the autumn term. Teachers have higher expectations. This is evident in improvements in the presentation of work. Marking and feedback are more structured, and pupils are starting to respond to comments made by their teacher. You have introduced a rigorous system to monitor the quality of teaching. A wide range of monitoring activities are organised to take place on a weekly basis. These recent improvements have yet to make up, however, for the lack of action since the last inspection and prior to your appointment.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The academy trust took over responsibility for the academy on 1 September 2014 and is providing support of a high quality. Members of staff centrally employed by the trust are supporting in a number of ways including curriculum development and the professional development of staff. For example, we observed an experienced member of staff delivering a lesson alongside a trainee teacher in order to model excellent practice. Staff attend training alongside colleagues from across the trust with similar responsibilities.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Enfield.

Yours sincerely

Gaynor Roberts  
**Her Majesty's Inspector**