

Enfield Secondary Tuition Centre

Inspection report

Unique Reference Number	101972
Local Authority	Enfield
Inspection number	286232
Inspection dates	27–28 June 2007
Reporting inspector	Mike Smith

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

Type of school	Special
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	102
Appropriate authority	The governing body
Chair	Mr Del Goddard
Headteacher	Mr James Carrick
Date of previous school inspection	21 April 2005
School address	Eldon Road Edmonton London N9 8LG
Telephone number	020 8807 8633
Fax number	020 8345 6648

Age group	11–16
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Enfield Secondary Tuition Centre (ESTC) caters for young people who have been permanently excluded from school for their social, emotional and behavioural difficulties. Four students have statements of special educational needs. Just under a third are from Black Caribbean or African family backgrounds. A small number of students qualify for free school meals and there are nearly three times as many boys as girls. On entry, student attainment is often below average usually due to absence from school and the various barriers to their learning. Currently the centre uses two sites.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The overall effectiveness of the centre is good. The headteacher, deputy and other members of the senior leadership team (SLT) have clear roles and responsibilities and work effectively as a team. Together with hard working staff they ensure that students' individual needs are well supported, resulting in most of them returning to learning with enthusiasm and making the best of their opportunities. There are clear procedures for monitoring provision and identifying what needs to improve. Expectations are high and many students have the opportunity of reintegrating back into mainstream schooling. Students appreciate this and a small number remain successfully reintegrated. Effective partnerships with secondary schools ensure the preparation and support, before, during and after reintegration, gives students a good chance of success. Many students realise their time in the centre is their last chance of success and they try hard to improve their attendance, behaviour and attitudes to learning. One student said, 'This is my last chance to succeed and I am not going to mess it up'.

Overall, standards are just below average. Given the students' starting points, their sometimes limited time at the centre, and erratic attendance, the achievement and progress of most students is good. Some students achieve GCSE examinations in line with their mainstream peers and there are opportunities to study for vocational accreditation and take part in work-related experiences in the community. An initial assessment of students' needs based upon previous attainment data and/or the centre's own assessment on entry, forms the basis for individual target-setting. Academic and personal development targets are regularly reviewed, and most are successfully met. However, there are too few strategies offered to students to help improve their behavioural, emotional and social development. As students get older, many begin to understand the importance of taking responsibility for their own learning and behaviour. Some students, particularly those new to the centre, have not reached this stage and can present very challenging behaviour. Through excellent relationships and clear procedures, most staff manage behaviour well, although there is still some inconsistency in practice. Good achievement is the result of the positive relationships, the relevant curriculum, good teaching and the good care, guidance and support they receive for their individual needs. Although teaching and support from learning mentors is good overall, the best practice is not being shared as widely or as effectively as it might.

Overall, attendance is below average, but the centre strives to encourage, support and motivate students to improve their attendance and punctuality. Students' personal development and well being are good overall. While attitudes vary, they generally improve as students begin to realise that the centre has their best interests at heart. They are very aware of the importance of keeping safe and leading a healthy lifestyle. Only sandwiches are provided at lunchtimes as there is no opportunity for hot meals, although fresh fruit is available during the day. Students respect each others' cultures and generally get on well with each other. The tracking of students' progress is developing well and students confirm they are clear about what they have to do to improve their work and personal development. A parent remarked, 'The centre is very good and very caring and has done so much for my son'. The accommodation does not meet the overall needs of the students. Significantly, it lacks inside specialist areas and outside space. The centre has made the best of what it has and has managed to create a positive and rewarding learning environment where students can thrive and make good progress. The management committee effectively fulfils its support and monitoring role and together with the local authority provides for the strategic management of the centre. Overall, through effective processes of

monitoring and self-evaluation, leadership and management are having a positive impact on learning, and help students to achieve and make continued good progress. The capacity to improve further is good.

What the school should do to improve further

- Ensure the best practice in teaching, learning and support is more effectively and consistently shared across the school.
- Extend the range of strategies used to support and enable students to make better progress in their behavioural, emotional and social development.
- Improve attendance and punctuality.

Achievement and standards

Grade: 2

Standards are just below average overall for most students at the end of Year 11. They vary and are affected by attendance, the length of time at the centre and the success or otherwise of mainstream involvement. Some students achieve above average standards in subjects such as art and physical education. Considering their previous difficulties the progress and achievement of students are good. Assessment procedures on admission lead to agreed individual targets which are regularly reviewed and often achieved. Where necessary, learning support programmes are implemented to further encourage individual progress. Some personal development targets require additional strategies to be taught and reinforced to ensure students continue to make good progress. Assessment and progress tracking systems are developing well and the centre is aware of the need to ensure that information on students' progress is consistently used by teachers to plan and deliver their lessons.

Personal development and well-being

Grade: 2

The personal development and well being of students are good overall. Students say they feel safe and secure in the centre and enjoy most of their learning. As one student put it, 'Staff treat you with respect, and small groups make it easy for you to concentrate and learn, if you want to'. Students are confident they can talk to an adult if they have any concerns. Attendance and punctuality vary enormously, although many students respond well to the incentives offered and make good, and in many cases excellent improvements. Spiritual, moral, social and cultural development is good and is well supported through the curriculum, assemblies and in the everyday social interactions between students and adults. Behaviour is variable, but satisfactory overall. Some students have yet to take responsibility for their own behaviour and often find it difficult to conform to acceptable standards. There is a clear sense of community at the centre. Students take part in recycling, charity and local art projects, and also benefit from work-related opportunities in the community. Students gain confidence and acquire useful skills that support their possible reintegration, further study, and future employment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. As a result students generally make good progress. The quality of learning is often dependent on the behaviour of a small number of students who

can be disruptive, particularly when staff are not confident enough to consistently impose the agreed strategies to manage the behaviour. The number of students in lessons can vary enormously for a number of reasons, including erratic attendance and college placements. Because of this, teachers and learning mentors regularly consider the social and emotional implications of the composition of teaching groups. They do this to ensure that students make the best possible progress. The quality of teaching and learning is closely monitored and support given to improve individual practice. However, the best practice is not always shared effectively across the centre. Ongoing feedback, encouragement and support ensure students are clear about how they might improve. Teachers and learning mentors work very effectively as a team and try to ensure that all students get the best out of their learning opportunities. Teachers make good use of resources, including information and communication technology, to help students learn.

Curriculum and other activities

Grade: 2

The curriculum is good. It effectively supports students in their reintegration into mainstream schooling and is relevant to the needs of those who remain at the centre. In addition to the core subjects, a wide range of creative and physical activities effectively motivate students. Many students said they particularly liked the sport, art and drama activities. Personal, social, health and citizenship education plays an important part in students' personal development, particularly in their understanding of the world around them and their awareness of a healthy lifestyle. Learning is well supported and enhanced by a range of outside providers and visits into the community. While activities are generally good there is still insufficient emphasis placed on identifying the skills necessary to help and improve behaviour and emotional development as well as attitudes to learning and social integration. Students participate fully in vocational courses at college and a number take up work experience opportunities. Lunch time and after-school clubs further enrich the learning opportunities available to students.

Care, guidance and support

Grade: 2

The care, guidance and support of students are good. All staff clearly demonstrate that they have the best interests of the students at heart. A parent wrote, 'Staff treat students as young adults and they speak to them decently'. Another wrote, 'I am very happy with the centre, it has been helpful in every way and has done so much for my son'. There are clear procedures for safeguarding students which are understood by all staff. Health and safety procedures are taken seriously, although the unsuitable accommodation presents a number of difficulties. Very narrow corridors and small teaching spaces can inhibit the generally effective management of students' behaviour. The centre works very well with external support agencies to ensure that there is a coordinated approach to supporting students' needs. The centre strives to improve the attendance and punctuality of students and many make excellent improvements after positively responding to whole centre and individual strategies. This clearly demonstrates increasingly improved attitudes. Students' needs are clearly identified and they feel they are effectively advised on how to improve in lessons and are well informed of their options and supported to make decisions for themselves.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy ensure the day-to-day organisation supports the good quality care and personal development for all students and staff. Together with other senior leadership team members, they work effectively together and lead by good example. The partnership with secondary schools is good, and mainstream headteachers and staff appreciate the professional manner and preparation which accompanies any proposed student reintegration. Monitoring and self-evaluation processes clearly identify what needs to improve. Consequently development planning is linked to improving students' learning opportunities and achievement. The centre has secure links with external agencies that ensure good support is available to meet the development needs of all students.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

10 July 2007

Dear Students

Inspection of Enfield Secondary Tuition Centre, London, N9 8LG

I write to inform you of my findings after my visit to you this week. A special thanks to those Year 10 and 11 students who gave their time to tell me all about their experiences and impressions of the centre. Overall, I think the centre supports your needs well and enables you to make good progress in your work and personal development. Those who need to, are aware of the need to improve their attendance and punctuality if they are to make the best of learning opportunities. All of you are aware of the need to take more responsibility for your own behaviour and attitudes if you are to continue to make good progress. I particularly liked the fact that:

- relationships are excellent. All staff care, guide and support you very well; they listen and treat you with respect
- most of you enjoy your learning, particularly sport, art and drama
- you know how to be safe and healthy and are confident you can talk to an adult if you have any concerns
- you learn useful skills that prepare you for the next stage in your learning
- the curriculum is relevant to your individual needs and you are taught well
- there are good partnerships and reintegration opportunities with mainstream schools
- the centre is aware of how to improve your opportunities further.

There are a few things the centre knows it can improve upon.

- It can make sure that the best practice in teaching and support is effectively shared amongst all staff.
- It can help you to take more responsibility for your attendance and punctuality so you can make the best of your learning opportunities.
- It can show you more ways to help you make better progress in your behavioural, emotional and social development.

I had an interesting and enjoyable two days and I wish you every future success.

Yours faithfully

Mike Smith (Lead Inspector)