



# Edmonton County School

## Inspection Report

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**Unique Reference Number** 102043  
**Local Authority** Enfield  
**Inspection number** 286261  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** David Hornbrook HMI

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Great Cambridge Road
<b>School category</b>	Community		Enfield
<b>Age range of pupils</b>	11–18		EN1 1HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02083603158
<b>Number on roll (school)</b>	1648	<b>Fax number</b>	02083642218
<b>Number on roll (6th form)</b>	270		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Konrad Halls
		<b>Headteacher</b>	Ms Linda Robinson
<b>Date of previous school inspection</b>	11 February 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	27–28 September 2006	286261

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## **Description of the school**

Edmonton County School is a large, 11-18, mixed comprehensive school on two sites. Most students live within a mile of the school. The school has a culturally mixed intake with the largest minority ethnic groups represented being Turkish, Greek and Black Caribbean; a quarter of students speak English as an additional language. The school is a specialist technology college.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Edmonton County School provides a satisfactory education. It is improving in many respects and an impressive number of measures are in place to challenge students' underachievement. Notwithstanding disappointing results in 2005, standards and students' rates of progress continue to rise steadily and now match the national average. However, inspectors agree with the school's senior leadership team's view that standards are not yet high enough, with too great a variation between the achievement of different year groups and in subjects. Thus, while GCSE results in English, art and design, history and geography are good, those in science and technology remain below average.

Students and parents are very positive about their experiences of the school. They speak highly of the headteacher and staff, and believe that the school provides a secure environment in which students enjoy their learning. Students respond with good attitudes and behaviour. The identification of students with learning difficulties and disabilities and the close monitoring of the provision made for them are particularly strong features. The school works closely with parents and outside agencies to provide a comprehensive programme of support for individual students including the most vulnerable. There are some good links with the local community. For example, students take part in regular fund-raising initiatives and twice a year they organise events for elderly people in the area.

Since the last inspection, the headteacher and her senior team have been successful in transforming the informal and loose line management arrangements inspectors found in 2002 into a well-designed structure of accountability. New monitoring and evaluation arrangements have been supported with appropriate management training. Significant responsibilities for raising standards now fall on the shoulders of subject leaders; while some have responded positively and energetically, in some subjects review, evaluation and consequent action are not always sufficiently rigorous. Although recent changes, including some key new appointments, have yet to have the desired impact on standards, progress since the last inspection shows that the school's capacity to improve is satisfactory.

The quality of teaching varies widely, but inspectors agree with the school that it is satisfactory overall. There are some examples of outstanding practice, for example in English and drama, but in the lessons where students make least progress, the pace is often too slow allowing the attention of students to wander. The school has a broad and balanced curriculum which makes satisfactory provision for the differing needs of most students. Following the award of technology college status, all students now study a technology subject to the end of Year 11, although the use of information and communication technology (ICT) across the curriculum is underdeveloped. The development of innovative 'fast track' courses enables groups of students to enter national tests in some subjects a year early. From Year 10, students may opt for vocational courses, including some part-time college courses, but coherent vocational pathways for students aged 14–19 have not been developed.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

Sixth form provision is satisfactory. Standards at GCE A level are about average although fewer students do well in examinations at the end of Year 12. Students benefit from the additional opportunities offered by post-16 collegiate arrangements between a number of local schools, and have a reasonable choice of academic and vocational options. Teaching is satisfactory although teachers do not always do enough to help students develop as independent learners.

## **What the school should do to improve further**

- \* Ensure all teaching meets the standard of the best.
- \* Use information from monitoring and evaluation more effectively to accelerate rising standards.
- \* Develop coherent vocational pathways for 14-19 students.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Achievement, overall, is satisfactory and improving. Students enter the school with standards which are broadly average. Progress in Years 7 to 9 is unsatisfactory; because too few attain the higher levels in national tests, overall standards are below average. Students do better, however, in Years 10 and 11. GCSE results have steadily improved over the past five years, despite a sharp fall in 2005. The proportion of students achieving A\*-C grades at GCSE is average, although with significant variation between subjects. At all ages, there are few significant differences in the achievement of different groups of students. Students with learning difficulties and disabilities make satisfactory progress. In the sixth form, figures provided by the school show students doing slightly less well than might be expected, particularly in Year 12. At the same time, GCE A level results improved significantly in 2006 with nearly two-fifths of candidates attaining grades A or B.

## **Personal development and well-being**

### **Grade: 2**

#### **Grade for sixth form: 2**

Students' personal development, including their spiritual, moral, social and cultural development, is good. They take pride in their work and show tolerance and respect for each other and for other cultures within the school and in the wider world. Behaviour is good. Bullying and racist incidents are rare and, when they do occur, they are taken seriously and dealt with promptly. Attendance is about average but improving. Students participate enthusiastically and safely in additional activities such as sports and plays

and understand the importance of healthy lifestyles. All students have two hours of physical education each week, which for older students, includes access to a well-equipped fitness suite. The school is having some success in encouraging healthy eating although it is not yet common practice. Students voice their opinions readily and are happy to take on responsibilities within the school as prefects, form representatives, or members of the school council. Through work experience and other activities, students develop skills for their future economic well-being, and their literacy and numeracy skills are satisfactory.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 3**

The quality of teaching and learning is satisfactory overall. Teachers plan and manage their teaching well and students mostly enjoy their lessons and get on well with their teachers. However, although inspectors saw some outstanding lessons, there was also unsatisfactory teaching in a small minority of subjects. In the more successful lessons, students are given clear time limits for tasks, activities are varied and the pace of teaching is brisk. Probing questioning by the teacher allows students to make connections and reinforce their learning. In these lessons students are engaged throughout and make tangible progress. In the less satisfactory lessons the pace is slow so that students lose interest and too much time is wasted copying. In some subjects, the quality of marking is excellent. In others, however, marking is perfunctory and teachers do not give adequate feedback to students or show them how to improve. The use of target grades and levels of attainment is underdeveloped.

### **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The curriculum is satisfactory and meets statutory requirements. In Years 10 and 11, a portfolio of GCSEs is supplemented by a developing range of vocational options, including the opportunity to attend part-time college courses such as hair and beauty, catering and horticulture. Students are variously organised in mixed ability groups and by ability in ways which appropriately support their progress at different stages of their development. Recently introduced 'fast track' groups in mathematics and English are good examples of arrangements to challenge and stretch more able students. Provision for students who have learning difficulties and disabilities is satisfactory. All students benefit from an effective personal, social and health education programme that incorporates citizenship. There is an appropriate programme of work experience and students enjoy a number of enrichment activities, particularly in sports, music and drama, and a variety of educational visits. The school's specialist status has enabled

it to invest in enhanced ICT resources. However, although all students now have regular ICT lessons, the use of ICT across the curriculum as a whole is underdeveloped.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 3**

The school provides a safe and supportive environment in which students enjoy their education. The school works effectively with parents, carers and external agencies to promote students' well-being and achievement. There are well co-ordinated procedures to ensure the protection of students and these procedures meet government requirements. The school actively promotes personal safety issues and has made substantial improvements to the security of the sites since the last inspection. Students receive good pastoral support, including guidance into options, and there are a number of support programmes to assist students in improving their examination performance. The monitoring of students' progress is good in most but not all departments; daily tutorial time, however, is not always well used. Careers guidance is well organised and students and students feel they are well informed about future opportunities.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 3**

The headteacher has set a clear direction for the school. She and her leadership team have successfully moved the school forward since the last inspection and an improvement culture has been established. There is an effective process of self-evaluation, including lesson observation, which enables managers to identify accurately the strengths of the school and areas for improvement. As a result, the school has been able to introduce a range of initiatives to raise standards, although these have not yet had a marked impact on students' achievement. The issues raised in the last inspection have all been systematically addressed, although the school recognises that some, such as the monitoring and tracking of students' progress, need further work. The school's specialist technology status has yet to have significant impact on the development of standards in this area. The governing body is effective. Because they are kept well informed, governors are able both to support and challenge the headteacher and to play an active role in self-evaluation and planning. There are effective systems for collecting the views of students and parents. Both sites are clean and well looked after. The school manages its resources well. Financial planning is secure and the careful husbanding of resources has enabled the school to improve the environment of both sites and to upgrade learning resources.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	3	
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	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	2	3

<sup>1</sup> 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.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
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	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**

I am writing on behalf of the inspection team to let you know the judgements we made about your school. We enjoyed meeting groups of you, talking to your teachers and visiting lessons. Your views are very important and helped us to understand your school. In the end we thought Edmonton County School was providing you with a satisfactory education.

\* We found Edmonton County School a popular, well-cared-for, multicultural school with a good atmosphere and we thought that you were courteous and well-behaved. You told us that you enjoy coming to school and that you feel safe there.

\* When we looked at your results, we found that you do as well at school as other young people in Enfield and across the country.

\* We thought that you were well looked after at school, but that sometimes you needed more help understanding how well you are getting on.

\* We thought your headteacher and her team were working hard to help you do as well as possible at school.

To make your school even better we think your school needs to:

\* Make sure all your teachers are as good as the best ones.

\* Find ways of helping you get even better exam results.

\* Provide more vocational subjects which you can follow through from Year 11 into the sixth-form.

Thank you for taking part in the inspection, by talking to us about your work and your life in school. We were very impressed by your mature and reflective views.

David Hornbrook

Her Majesty's Inspector of Schools