

Enfield Grammar School

Inspection report

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| Unique Reference Number | 102059 |
| Local Authority | Enfield |
| Inspection number | 307889 |
| Inspection dates | 30–31 January 2008 |
| Reporting inspector | Mark Phillips HMI |

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

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|-------------------------------------------|------------------------------------|
| Type of school | Comprehensive |
| School category | Foundation |
| Age range of pupils | 11–18 |
| Gender of pupils | Boys |
| Number on roll | |
| School | 1112 |
| 6th form | 213 |
| Appropriate authority | The governing body |
| Chair | Mrs Lorraine Sparkes-Baker |
| Headteacher | Mr John Kerr |
| Date of previous school inspection | 1 November 2004 |
| School address | Market Place Enfield EN2 6LN |
| Telephone number | 020 8363 1095 |
| Fax number | 020 8342 1805 |

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|--------------------------|--------------------|
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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

Enfield Grammar is a large school, situated on two sites in the middle of Enfield town centre. The school is essentially comprehensive in its intake, although 18 boys are admitted each year because of their abilities in music and sport. Students come from across the borough; the number of students with minority ethnic backgrounds is over double the national average, as is the number of students with learning difficulties and/or disabilities. The economic and social backgrounds of students is mixed, with many coming from areas with a high proportion of high class social households and a tradition of higher education, and others coming from areas that are not so advantaged.

Enfield Grammar School was founded in 1558; this year marks the school's 450th anniversary. In May 2007, the school received the Investors in People award for the fourth time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Enfield Grammar School provides a satisfactorily effective standard of education, with students attaining above average standards in the majority of their tests and examinations.

Students join the school in Year 7 having achieved above average standards of attainment in their Key Stage 2 tests. Overall, standards in Key Stage 3 tests and GCSE examinations are also above average, and this represents satisfactory progress. Teaching and learning are satisfactory. Teachers' subject knowledge is generally good, and in some instances outstanding; however the quality of teaching, as measured by the quality of the progress made by students, is much more variable. The best lessons involve students participating through practical work and group tasks; however, other lessons are dominated by the teacher's presentation. Whilst preparing students for their examinations, this does not involve them so actively. The curriculum is satisfactory overall. Links with colleges provide further options for students. However, there are still issues concerning the citizenship curriculum; whilst plans and resources are in place, there is insufficient coordination to ensure the effective use of these and other personal education materials during tutor time. There are exceptionally high standards in extra-curricular sport and music, and students are particularly appreciative of the time and effort that their teachers give to these.

Students' personal development and well-being are satisfactory overall. Attendance is above the national average, and most students respond extremely well to the school's expectations for good manners and courtesy towards visitors and each other. However, a small minority sometimes behave inappropriately and whilst the school is swift to deal with such occurrences, strategies are not always effective and the number of students excluded from school is still too high. Care, guidance and support are satisfactory, with particularly good provision made by the Learning Support and Student Support departments. The school is housed in partially listed buildings, which have character but are also expensive to maintain and are not all appropriate to modern requirements. Staff and students do well to make the school a safe environment, although staff and some parents are understandably concerned about the safety of students as they walk between the two school sites on a public footpath.

The headteacher gives measured leadership to the school. Governors, staff, students and many parents are proud of and pleased by the school's traditional values. Guided by the governing body, the headteacher fulfilled his brief on appointment in September 2006 to maintain this ethos and take time to evaluate what was required to move the school forward. He and his senior staff have a realistic view of the school's strengths and weaknesses, and show satisfactory capacity for further improvement. However, they also recognise that the pace of school development must now proceed at a much faster rate in order for the progress made by students to be better than satisfactory.

Effectiveness of the sixth form

Grade: 3

Standards were broadly average in the 2007 A Level results; considering these students' attainment at GCSE, this represents satisfactory achievement. Teaching and learning are also satisfactory; students respect and appreciate their teachers' good subject knowledge but are less enthusiastic about the range of teaching styles employed in some lessons which do not always engage or motivate. The school offers a full academic curriculum as well as a small

number of vocational courses, complemented by the local collegiate system. Whilst there are excellent opportunities for sport and music together with residential and day trips, there is no formal programme of general studies. Some students take responsibility by mentoring and monitoring younger students and others are members of the local Youth Action Volunteering project. Sixth form students take an important role in leading the school council, but there is no separate sixth form council to manage, for example, the common room.

Leadership and management adequately promote students' satisfactory progress in their studies and personal development. However, whilst there is a tutorial period every day, it is not effective; students have not been required to attend unless they have a lesson and subject teachers, rather than tutors, record attendance and this is not monitored effectively. Whilst the school analyses individual students' examination performance, tracking is not used to inform students of what they could do to improve further. A number of students told inspectors that this frustrates them and that they do not feel that they are getting the guidance and encouragement they deserve and need to make better progress. Meeting these expectations, including better consultation with students, is an important priority for the school's improvement.

What the school should do to improve further

- Ensure that guidance and support for sixth form students meet their needs and expectations, particularly focusing on what they need to do to make good and outstanding progress.
- Ensure that lessons throughout the school feature a greater variety of teaching styles, appropriate to the learning needs, interests and abilities of all students.
- Improve the effectiveness of the school's behaviour management strategies to further reduce the number of fixed-term exclusions.
- Ensure that self-evaluation, on all levels, gives a sharper focus and more urgent pace to the school's further improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Students' achievement is satisfactory overall, with better progress made in Key Stage 3 than in Key Stage 4. Students start in Year 7 with above average standards and their results in Year 9 tests are also above average overall. The number of students gaining 5 good GCSE passes including English and mathematics is above average, although the number gaining 5 good passes in all subjects is only just above the national figure. There is considerable variation in the performance of individual subjects at GCSE. In 2007, students achieved well in combined science, chemistry and history; in music, students did very well to reach exceptionally high standards. However, there was underperformance in biology and media studies; in drama and Spanish, standards were exceptionally low. At Key Stage 3, there are few significant differences in the achievements of different groups of students. At Key Stage 4, the performance of White British students, whilst still broadly satisfactory, is not as strong as that from other ethnic groups. Students with learning difficulties and/or disabilities make progress which is at least equal to that of their peers, particularly in Years 7 to 9; however, too few of the most able students obtained the highest grades of A and A* at GCSE.

In the sixth form, results at A level varied greatly between subjects in 2007. Achievement was poor in biology, information and communication technology (ICT) and chemistry but in contrast, there was outstanding performance in art and design, history, English literature and physics.

Personal development and well-being

Grade: 3

Grade for sixth form: 3

Students enjoy coming to school and attendance is good. The school provides a strong moral framework. However, whilst there are examples of cultural and spiritual development within lessons and assemblies, this is inconsistent across the school. Many students' behaviour is good and often exemplary. They are polite and courteous to staff, visitors and each other. This good behaviour is essential for their safety around the school site. However, a small minority of students do not meet the school's high expectations.

Students say that school is a place where they feel safe. They know where to find help if they have a concern and are confident that issues are dealt with effectively. Overall, students from all backgrounds get along well. The elected school council is increasingly involved in school life. However, inspectors agree with the view amongst parents that the school should take greater notice of students' views and give them further opportunities to take responsibility.

Most students understand the importance of staying healthy; they are able to participate in a wide range of sporting activities although timetabling restrictions prevent some from participating fully. Healthy food is available in the school canteen although some older boys eat off-site at lunchtimes and not all make such informed choices. Overall, students' preparation for their economic well-being is adequate; they achieve sound basic skills, and have satisfactory preparation in work-related and enterprise issues.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

There are examples of good and outstanding teaching. In these lessons, teachers demonstrate ideas and concepts but also ask questions and set practical, interactive tasks that challenge students' thinking. These teachers ensure that all students progress well, often by providing additional support beyond the lesson. Students are told clearly about what they will learn and the written and verbal feedback given to them provides high quality guidance about how to improve. Behaviour in these lessons is good.

However, in too many lessons, students are passive and teachers do not provide activities that motivate or help students to develop their understanding or independent learning. These lessons are characterised by a dominance of the teacher's presentation and an over-reliance on writing. This style of teaching prepares students for success in tests and examinations but does not develop other broader learning needs, particularly of the more able. There are not enough opportunities for independent, paired and group work, important skills needed for success beyond school. Whilst students have great respect for their teachers' good subject knowledge, the behaviour of a small minority in these lessons is sometimes inappropriate because they are not sufficiently engaged in their learning.

Curriculum and other activities

Grade: 3

Grade for sixth form: 3

The curriculum has been refined and developed since the last inspection. There is now a better blend of academic and vocational courses available to students in Key Stage 4 including separate science subjects, studied by over a fifth of all students. A sizeable number participate in the Skills, Training and Re-motivation (STAR) project and attend college courses for part of the week. Students in Years 10 and 11 are able to access vocational courses in animal care, horticulture, construction and motor vehicle. There is, however, scope to widen vocational provision further and the school sensibly plans to do so. There is satisfactory provision for literacy, numeracy and ICT; discrete opportunities for students to learn these skills are good, but students' development of these skills in other curriculum subjects is not sufficiently coordinated, particularly in Key Stage 4.

The Student Support Centre is effective in meeting the needs of a diverse group of students, not just those with learning difficulties and/or disabilities. However, the school rightly acknowledges that there is insufficient focus on meeting the needs of students with gifts or talents. There are outstanding, high-quality opportunities for extra-curricular enrichment in sport and music, which have a high take up and are enjoyed greatly.

Care, guidance and support

Grade: 3

Grade for sixth form: 4

All statutory requirements for safeguarding are in place. Support is good for students with learning difficulties and/or disabilities and the work of this department is particularly well thought of by staff, students, and parents. Support is good for those who are at an early stage of learning English as an additional language and induction arrangements for new students are effective. There are satisfactory partnerships with external agencies to support students' well-being. Detailed records and robust action are taken with any incidents or allegations of bullying or racist behaviours when they occur. However, there is still too much use of exclusion when students do not meet the school's high expectations for behaviour. An important priority for the school is to develop more effective strategies to help these students to engage appropriately in school life.

Appropriate advice is provided when students are making choices about their course options. A detailed tracking system is now in place to monitor students' progress and to help staff and students identify targets to raise achievement further. Whilst this system is helping school leaders to get a more accurate picture of how well the school is performing, its use by teachers and tutors is inconsistent and not all students know how well they are doing or what they need to do to improve. The school has a website to keep parents and students informed about the school's activities, although some parts are out of date. Whilst the majority of parents are supportive of every aspect of the school's work, a significant minority believe that the school should consult more with them.

Leadership and management

Grade: 3

Grade for sixth form: 3

The school runs smoothly on a day-to-day basis. Students' progress and personal development are satisfactory as a result of the school's focus on maintaining the school's traditional values and ethos for standards of examination results, attitudes and behaviour.

There have been some satisfactory developments since the last inspection. A large budget deficit is being dealt with effectively through a strategic three-year-plan, and the curriculum has developed through additional vocational courses. Examination results in Key Stages 3 and 4 have improved, although the progress of students remained satisfactory in 2006 and 2007. There are adequate arrangements for line management in place although, as with self-evaluation, the rigour with which these are carried out is not leading to progress that is any better than satisfactory. This remains a key issue from the last inspection, along with the broadening of teaching and learning styles. The headteacher and his deputies have recognised that more challenge is required where there are particular weaknesses in provision, and the school development plan - which is informed by departmental development plans - shows clear lines of accountability.

The governing body are supportive and well-organised, although they acknowledge that they have been cautious when directing the pace of school improvement. The school has achieved the Financial Management Standard in Schools, and there is satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | | |
|-------------------------------------------------------------------------------------------------------|----------------|-------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall | 16-19 |
|-------------------------------------------------------------------------------------------------------|----------------|-------|

Overall effectiveness

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

Achievement and standards

| | | |
|----------------------------------------------------------------------------------------------------------|---|---|
| How well do learners achieve? | 3 | 3 |
| The standards ¹ reached by learners | 2 | 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

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

The quality of provision

| | | |
|----------------------------------------------------------------------------------------------------|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | 3 |
| How well are learners cared for, guided and supported? | 3 | 4 |

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? | 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 leaders and managers use challenging targets to raise standards | 3 | |
| The effectiveness of the school's self-evaluation | 3 | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 | |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | |
| 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

13 February 2008

Dear Students

Inspection of Enfield Grammar School, Enfield, EN2 6LN

You may remember that we visited Enfield Grammar recently. We were pleased that we were able to talk to so many of you, and I would particularly like to thank those of you that took part in the student panel interviews or initiated conversations with us. I am writing to you now to let you know the overall outcome of the inspection.

Enfield Grammar provides you with a satisfactory standard of education, including satisfactory teaching and curriculum. You are rightly proud of and pleased with your opportunities in sport and music. Your test and examination results are above the national average, which means that you make satisfactory progress during your time at the school. Overall, your attendance and behaviour are good - we appreciated the friendliness and courtesy that you showed us and we were impressed with your self-discipline, although we are aware that there are still too many of you excluded for short periods. Your sensible behaviour is an important factor in keeping the school a safe place. Thank you for that, and well done.

Mr Kerr and I agree that there are some important things to do in order to make Enfield Grammar a better school for you. These include:

- providing better guidance for sixth form students
- making lessons more interactive and interesting by involving you more in activities, rather than depending on the good subject knowledge and instruction of your teachers
- improving behaviour further so that fewer of you are temporarily excluded
- making sure that the senior staff and governors have a sharper knowledge about what the school does well and what needs to be improved.

We think that you should be involved in helping to make these things happen, so we have asked the school to consult you and your parents more. Of course, this will mean that you will have to play your part by aiming for even higher standards in your examinations and by participating fully in lesson activities.

Thank you once again for the part that you played in this inspection and good luck with your future studies and career plans.

Yours sincerely

Mark Phillips

Her Majesty's Inspector