

# Enfield County School

## Inspection report

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<b>Unique Reference Number</b>	102048
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	323577
<b>Inspection dates</b>	6–7 May 2009
<b>Reporting inspector</b>	Anne Feltham 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>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School (total)	1119
Sixth form	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Romany Joseph
<b>Headteacher</b>	Ms Pamela Rutherford
<b>Date of previous school inspection</b>	1 March 2006
<b>School address</b>	Holly Walk Enfield EN2 6QG
<b>Telephone number</b>	020 8363 3030
<b>Fax number</b>	020 8367 6569

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Enfield County School is a large comprehensive secondary school for girls. The school has two sites, situated just over a mile apart: one site caters for students in Years 7-9 and the other for students in Years 10-13. The school receives students from a large and diverse catchment area. A higher than average proportion of students belong to a range of minority ethnic groups, including particularly those of Turkish, Greek, African and Caribbean heritages. The numbers of students whose first language is not English is much higher than usual, although almost all of these students have advanced bilingual skills. The proportion of students who have learning difficulties and/or disabilities has risen in recent years and is now higher than the national average. The number of students eligible for free school meals is around the national average. The school was awarded Language College status in 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Enfield County School continues to provide an outstanding overall education for its students. Its senior leaders, identified as excellent at the time of the school's previous inspection, when they were newly in post, have worked tirelessly to improve provision and outcomes. There is no complacency here! Developing the school curriculum to meet the needs of all its students, with their wide range of abilities and backgrounds, has been a priority. In both the main school and the sixth form there have been major developments, and students now enjoy a much wider choice of subjects and options. Within the constraints of the school's split-site accommodation, described in the previous report as 'poor', school leaders and governors have taken every opportunity to improve facilities and ensure that students work in a bright learning environment. For example, the upper school library has recently been refurbished and now provides a stimulating space in which students take learning beyond the classroom. Provision in information and communication technology (ICT), identified as a weakness three years ago, has moved forward at a rapid pace. The managed learning environment (MLE) is now used routinely in three subject areas, and enables students and staff to share valuable resources.

These improvements have contributed to increasingly good results in both the main school and the sixth form. Students' attainment when they start in Year 7 is generally above average and, by the time they reach Year 11, the great majority achieve high-level GCSE results. Senior leaders know their students, and the communities from which they are drawn, extremely well and ensure that all groups of students make equally good progress. For example, three years ago, Black Caribbean heritage students were identified as relatively underachieving: an excellent range of strategies was put in place and these students now achieve well. Similarly, the school has worked hard to increase the levels of challenge for its higher-attaining and gifted and talented students. While this work is still in development, it is already leading to higher outcomes, for example in the rising numbers of students achieving grades A\* and A at GCSE. Specialist status in languages has also contributed to improved results.

As well as reaching high levels of academic achievement, students develop personally as they move through this diverse school. They demonstrate excellent levels of respect for, and interest in, each other's faiths, cultures and languages. Students talked to inspectors with enthusiasm about the way they share, and are enriched by, these differences. Their excellent behaviour manifests itself not only in their attentiveness in lessons and their mature demeanour as they move about the school, but in how they treat each other and the adults who care for them. One parent, reflecting widely held views, praised the school for 'producing independent and confident young women'. Inspectors agree.

Senior leaders have been quick to identify subjects where students risk underachieving. A continuing drive to bring the overall quality of teaching and learning up to the levels of the best is leading to further progress throughout the school. Improvements in the sixth form have been palpable. School leaders recognise that written feedback and strategies for improvement ('next steps') for students, while excellent in some subjects, need to be further developed across the whole provision. The right strategies are now in place to achieve this and the school leadership has an outstanding capacity to continue on its impressive ascent.

## Effectiveness of the sixth form

### Grade: 2

The school has maintained a strong focus on improving provision in the sixth form since the previous inspection and this has resulted in a rising three-year trend in students' standards and achievement. These have improved consistently across both AS and A2 courses, and internal data for the current Year 12 indicate improved outcomes for the current cohort. There remains variation between subjects and targeted action is being taken to reduce this.

Students' personal development is outstanding. They are articulate and confident, and use their study time very effectively; there is a very positive work ethos in the sixth form. There are excellent opportunities for students to engage in the life of the school, local community and internationally. They make a very positive impact on the lives of younger students. Teaching and learning are good. Characteristics include: an emphasis on active approaches; good use of the school's MLE to encourage independent learning; excellent questioning to probe and develop understanding; and very positive relationships. Strategies for improvement for students are, however, often too general - for example, 'manage your workload effectively' or 'develop study skills'. There has been good progress in the development of the sixth form curriculum since the last inspection; the school has broadened its provision so that more opportunities are available to students in both academic and applied learning, leading on well from the wider range of courses in Key Stage 4. There is still room for further development; improved timetable arrangements for further alignment for the coming year are in place and local partnerships are developing positively. Extra-curricular opportunities, including charity work and travel, are excellent.

Tight systems for monitoring progress are having a clear impact on achievement. The new structures for 'rolling' year coordinators mean that tutors know their students very well. Alongside this, designated responsibility for university applications ensures that students have expert specialist advice. As a result of these changes, sixth form leadership and management are now outstanding. Heads of year are clear about their roles and liaise effectively with senior leaders who hold strategic responsibility. A clear action plan is in place to ensure that these recent improvements are sustained, including the development of coherent 14-19 pathways. The school has been at the forefront of planning for a more collaborative approach to shared curriculum provision with other local schools and colleges.

### What the school should do to improve further

- Sustain current trends in raising standards in the sixth form, to match those achieved in the main school.
- Develop current rapid improvements in the quality of teaching and learning more widely across subject areas by sharing best practice in:

-giving written feedback to students on their work-setting more specific curriculum targets to help them improve.

## Achievement and standards

### Grade: 2

Standards at the end of Year 11 are generally well above national averages and students' overall achievement is good. There has been a consistent rise in results in the last three years. Students enter the school with above, or slightly above, average attainment and by the end of Year 11

attain high GCSE results, with increasing numbers of top grades. Subjects with particularly high results are history, mathematics and sociology. The school swiftly takes the necessary action to address any issues of underachievement. For example, in 2008, applied science results (a new course) were below national averages; however, module results from the current Year 11 in this subject and the school's own tracking systems indicate that standards have improved during this year and results are on track to rise above the national average. Progress from Years 7 to 9 is good. The school carefully monitors the progress of, and analyses outcomes for, students from its diverse ethnic groups. As a result, all students make equally good progress. The school sets challenging targets and current data indicate that the majority of students are on track to achieve, or exceed, their targets in 2009. Although students make good progress overall, there is some variation between subjects. Students with a range of learning difficulties and/or disabilities receive extremely effective support and so make outstanding progress.

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

### **Grade: 1**

Students' personal development and well-being are outstanding. They are overwhelmingly positive about their school and one student captured the views of many when she said, 'I enjoy coming to school because lessons are fun and we get a good education'. This is reflected in the above-average attendance. Relationships throughout the school are highly positive and students from different backgrounds are respectful and supportive of one another. Year 9 students are trained to mentor Year 7 students and offer general advice and support. Students in the sixth form also provide academic support to students in Years 10 and 11. Pupils feel safe, respected and well cared for, and that their views are considered carefully. The school council plays a vital role in ensuring that students have a 'voice' within the school and are involved in making decisions about how to improve it; for example, councillors coordinate the annual Jack Petchey awards. Students are fully aware of the need to stay healthy by taking regular exercise and eating a well balanced diet. Behaviour is exemplary. This reflects students' excellent spiritual, social, moral and cultural development. They talk with pride about events such as the annual international evening, where families come together to share aspects of their cultural heritage through tasting food, exploring music and poetry. Fundraising events support charities both in this country and abroad, for example in Sierra Leone and Gambia. All these opportunities, together with high-quality work-related experiences, prepare students extremely well for the next stages in their lives and enable them to develop into confident and mature individuals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall and contribute to students' good achievement. Students are well motivated and keen to succeed. They work hard and show a high level of concentration and perseverance when tackling tasks. Relationships between teachers and students are strong. Teachers use their good subject knowledge effectively to explain topics and extend students' learning. Most teachers use assessment and tracking information well when they plan lessons, ensuring that tasks are matched to students' prior learning. Teaching for gifted and talented students has improved recently, making a positive impact on their progress.

Teachers identify learning objectives that students understand. Many teachers make very effective use of group work to enhance learning, with students displaying high-level speaking

and listening skills. Peer- and self-assessment support a high degree of active participation in many lessons. Opportunities for developing independent learning are improving and teachers are focusing on this development. In many lessons, good questioning helps students to think deeply and secures mature and well considered responses. For example, in a Year 10 English lesson, students were challenged to explain in detail the breadth of symbolism in *Frankenstein*. The introduction of the MLE, to share best practice and exchange ideas, is making an early impact on further improving lesson quality.

The marking of students' work is often effective in improving their achievements, particularly, for example, in history. However this good practice is not yet consistent across the school, as written feedback does not always make clear what students need to do to improve.

## **Curriculum and other activities**

### **Grade: 1**

The school's curriculum offers students outstanding opportunities, which match their abilities, interests and aspirations very well. Strong features include the range of choices available and the responsiveness to students' needs, especially the growing range of applied and vocational courses across Key Stage 4 and the sixth form. More students are opting to remain in the sixth form.

Both the taught curriculum and the very wide range of extra-curricular enrichment opportunities prepare students very well for their future lives, academically and in all areas of their personal development. The curriculum is further enriched by a number of themed activities, for example, World Challenge and Language of the Month. Participation rates are high in the many cultural, sporting and academic opportunities on offer. Many students use the school's facilities after school, including the library and computers.

ICT provision has developed significantly recently. Resources have expanded and staff expertise has been developed. All departments in the school now use ICT systematically to enhance learning, and this work is regularly tracked and monitored. The good quality MLE is developing fast, and is increasingly used to good effect by students to complete and present work.

The school uses its specialist status effectively. It makes a significant impact in expanding approaches to learning in other curricular areas, especially for gifted and talented students; for example, European work experience is an established feature for post-16 students. The overall provision for the gifted and talented is improving through a well-planned and developing programme; senior students commented that their opportunities have expanded in the last year. In Key Stage 3, good emphasis is placed on developing cross-curricular skills alongside knowledge, to provide a high-quality curriculum.

## **Care, guidance and support**

### **Grade: 1**

The students are well known by their tutors, who remain with them until the end of sixth form. As a result, students feel well cared for and supported. There are particularly good transition arrangements for inducting pupils into Year 7 and Year 10. The many strategies include bringing students and families together and moving Year 9 students early to the main school site to begin GCSE work. All this helps to ensure a smooth transition from primary school onto the 'Rosemary Avenue' site and onto the 'Holly Walk' site for new Year 10 students.

The school works successfully with a range of agencies to support students with particular needs. Vulnerable students can access a range of support systems, including the very good work of the school's art therapist. Initiatives such as 'The sky's the limit' ensure that students from a range of abilities develop their emotional, behavioural and academic skills further. Students say that any bullying and inappropriate behaviour are extremely rare and, when they do occur, they are dealt with swiftly and efficiently. Child protection procedures are in place and arrangements for safeguarding meet statutory requirements.

Year heads, learning mentors and peer mentors provide outstanding academic and pastoral support for students throughout the school and in the sixth form. Good practice in written feedback and strategies for student improvement are, however, inconsistent. In the best examples, written targets are given regularly to help students understand their next steps to learning. Students are well informed about their subject options as they progress through the school and beyond.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school, judged outstanding at the time of the previous inspection, remain of exceptionally high quality. The headteacher and her knowledgeable and experienced senior team provide excellent and inspiring role models for the staff and students they lead so ably. They know their school very well, with accurate and clear self-evaluation. School leaders and governors also have an exceptionally good knowledge of their constituent communities, with fully developed audit and action-planning procedures in place. All aspects of provision are carefully monitored and, where gaps are identified, speedy intervention results.

Since the previous inspection, senior leaders have developed an ethos which is based on mutual respect, and this shines through all aspects of school life. In order to give students the opportunity to 'live' this ethos, an impressive number of links have been established with other schools in the area, and in contrasting parts of England and in a range of foreign countries and continents. As a result, students in this multicultural, multilingual school have a very strong sense of themselves as citizens, not just of their school and local area, but of the world.

Following significant changes in staffing in recent years, a very clear rationale for the recruitment and retention of staff has now resulted in a vibrant and forward-looking teaching and learning community. Senior leaders support subject leaders extremely well; as a result, heads of department feel confident about managing their teams and continuing to drive up student standards. They are now well placed to raise the good overall quality of teaching and learning still higher and bring about a greater consistency of approach across departments, particularly in the key areas of assessment and target-setting. The governing body, which reflects many of the communities represented in the school, provides a high level of commitment, challenge and support. The school's promotion of shared values and social cohesion, throughout the student and wider community, is at the heart of its success.



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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	1	2
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?	1	2
The capacity to make any necessary improvements	1	1

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
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	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Students

Inspection of Enfield County School, Enfield, EN2 6QG

Following the recent inspection of your school, I am writing to let you know the team's judgements. First, we would like to thank you for your very warm welcome and for your readiness to talk to us and show us around your school. We very much enjoyed watching you at work and hearing your views.

Your school is an outstanding one, and has continued to improve in recent years, particularly in terms of the curriculum offered. Your headteacher and her senior team work ceaselessly to ensure that you have the education you deserve. Results have risen over the last three years in both the main school and the sixth form and you achieve well. We were very impressed by the opportunities you have, and take, to develop both in and beyond the classroom. You talked about how well your teachers help you. We have asked the school to ensure that all teachers give you the high-quality written feedback, with specific targets, that we have seen in the best marking. Your behaviour in class, and around the school, during the inspection was excellent; keeping this going will help ensure that all of you make the best progress possible.

You told us about the many opportunities you have to contribute to making your school better, and also to making a difference in the local area, for example through charities. Your work at national and international levels is also impressive. Your knowledge and understanding of each other's cultures, languages and faiths stand you in very good stead for your next steps in life.

Enfield County's sixth form has made rapid improvement in recent years, and we have asked your school leaders to sustain this upward trend and bring attainment to the high level of that in the main school.

We wish you continuing success as you aim high and make a real difference to the world in which you are preparing to study, live and work.

Yours faithfully

Anne Feltham

Her Majesty's Inspector