

# Enfield Secondary Tuition Centre

## Inspection report

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<b>Unique Reference Number</b>	101972
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335813
<b>Inspection dates</b>	24–25 June 2010
<b>Reporting inspector</b>	Bill Stoneham

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>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	David Cook
<b>Date of previous school inspection</b>	27 June 2007
<b>School address</b>	Eldon Road London N9 8LG
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## Introduction

This inspection was carried out by two additional inspectors. The team observed nine lessons each taught by a different member of staff. Meetings were held with governors, staff, a variety of stakeholders and groups of students. Inspectors observed the school's work and looked at its self-evaluation documentation, various policies, governors' minutes, external reports, school publications and questionnaires returned by staff, students and seven from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which leaders monitor and accurately evaluate the school's performance to secure further improvements in its effectiveness
- the quality of teaching and learning, including how well improvements are identified and then implemented
- how effectively the curriculum meets students' needs and is delivered, given the accommodation constraints that exist
- the quality of care, guidance and support offered to such a diverse cohort of students.

## Information about 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. There is an ethnically diverse student population, reflecting the composition of the local community. The largest group is White British, but many are from Black Caribbean or African family backgrounds and there are a number of students of Turkish heritage. Many students have special educational needs and/or disabilities but only a small number have a statement of special educational needs. Most students qualify for free school meals and there are nearly three times as many boys as girls, though the number of girls is rising. On entry, students' attainment is well below average, mainly because of absence from school and the various barriers to learning experienced by the students. The service uses two sites.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The Enfield Secondary Tuition Centre (ESTC) offers a good level of education and care. Some aspects of its work, including the progress students make, the students' commitment to healthy lifestyles, the care, guidance and support offered and its work with parents, carers and other stakeholders, are outstanding. This reflects the dedication and commitment of the staff and the strong, pragmatic leadership offered by the headteacher. Morale is high and all staff, plus the members of the good and supportive management committee, are determined to change and improve the life chances of young people, many of whom have faced severe difficulties and traumas in their lives. Most students join ESTC with histories of disturbed education and with low levels of prior attainment. Allied to this, many face severe barriers to learning, including emotional, social and behavioural difficulties. In these highly exceptional circumstances, the progress they make in their education, and in their social and emotional development, is quite staggering. The quality of outcomes is far in excess of what might have been expected given the students' starting points. Assessment procedures are detailed and thorough, covering all aspects of each student's well-being. Education and care professionals, including many external agencies, work in unison to ensure outcomes that are at least good. The centre ensures students' safety and considerable emphasis is placed on encouraging healthy lifestyles.

The outstanding progress made by the students is further helped by the invariably good, and occasionally excellent, teaching. Staff tailor lessons well to meet individual needs and assessment procedures are strong. Much good work is done to promote the students' skills in literacy and numeracy. Significant improvements are made, but attainment remains below average. Staff plan lessons very well. Lessons are well structured in terms of relevant starter activities, quality concluding sessions and the emphasis placed on key words and concepts. There are, however, some variations in the quality of marking and the written comments designed to aid improvement. A good curriculum is offered. Given the constraints of the poor accommodation, this is quite an achievement. The buildings are not fit for purpose and severely limit what staff are able to provide safely. In the circumstances, staff have been creative. They make the best possible use of the poor facilities ensuring that they are used well and attractive. Off-site facilities are used extensively to ensure that the curriculum is personalised as far as possible. ESTC works extremely well with its students' parents and carers to ensure that they are fully involved in all aspects of the education and care provided. The centre's work ensures that there is a high rate of reintegration of students into mainstream education. The improving success at GCSE has resulted in all current Year 11 students having places at college, or in training, to take up this autumn. Sterling work is done to

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improve the students' life chances.

Since the previous inspection, significant improvements have been made in attainment, attendance, behaviour, teaching and learning and the curriculum. ESTC has an outstanding record of improving the life chances of highly vulnerable teenagers. This record of sustained improvement illustrates well the ambition and drive of the good management team. Through rigorous self-evaluation, it knows its strengths and areas for development and plans carefully to address these issues. This illustrates a good capacity to improve further.

## What does the school need to do to improve further?

- Urgently tackle the serious accommodation issues to ensure that all students are offered a curriculum that is adequately resourced and fully meets their individual needs.
- Further improve attainment by ensuring greater consistency in marking and the quality of the written feedback offered to students.

## Outcomes for individuals and groups of pupils

**2**

In lessons, students usually behave well. On the rare occasions where a student shows signs of being disruptive, the disturbance is quickly and effectively handled by the teacher and support staff. In lessons, students consistently make good, and sometimes outstanding, progress because classrooms are settled, staff are prepared well and the students respond favourably to the set challenges; the work is enjoyed.

From their very low starting points, many students are predicted to gain few or no qualifications. Data clearly show that those students who are reintegrated into full-time education return with improved records of attainment and are better equipped emotionally and socially to cope with the demands of mainstream school. All students who stay until the end of Year 11 leave with some qualifications. Many, including those with statements of special educational needs, gain GCSE accreditation, including grades at C or above. Over the last three years, there has been a marked and sustained improvement in attainment, with a further improvement expected when this year's GCSE results are published. This is a remarkable outcome in the circumstances. The service has a proud and improving record of enabling Year 11 students to progress to further education or the world of work.

Responsibility and enjoyment are actively encouraged. Through their own council, the students have a say in improvements and making a contribution to the wider community. The charity event witnessed during the inspection illustrated the students' desire to help others, and the social education work being undertaken in partnership with members of Age Concern is an enterprising venture designed to promote understanding and social cohesion. Students make good efforts to pursue healthy lifestyles. All undertake at least two hours' physical activity each week in a range of activities. Football is very popular and the students have a successful team, but dance is equally popular. The attendance rate is close to average, with most attending at a rate

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that is above the national average. Most have attendance rates that are now far in excess of what they achieved when at mainstream school. This reflects the hard work that has been done to reduce absence. The emphasis placed on developing the students' skills in literacy and numeracy, allied to a good work experience programme, is improving their chances for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most lessons are interesting and succeed in engaging and motivating the students. They make excellent progress because they receive teaching that is consistently good and sometimes outstanding. They are taught by dedicated staff with very good subject knowledge. The working relationships between staff and students are excellent. Activities are very well planned to meet students' individual needs. The curriculum is good. Staff have had to be imaginative and creative in designing the curriculum because the poor quality accommodation is a severe constraint. The use of external facilities, such as local sports facilities, helps to ensure that needs are met. Students enjoy following programmes that have been structured to meet their own requirements and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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curriculum innovation has helped to boost attainment. This is especially so in physical education where boys in Years 10 and 11 make excellent progress. The curriculum is further enhanced by an extensive extra-curricular programme that offers activities as diverse as boxing, dance and cycling. Many of these activities are designed to promote safe and healthy lifestyles. They also boost confidence and contribute strongly to the students' good spiritual, moral, social and cultural development.

The ESTC provides an outstanding, caring and supportive environment; the individual needs of all students have high priority. There are excellent trusting relationships with parents and carers. Families and carers, even from difficult-to-reach groups, are fully involved in their child's education and care. The school's outstanding work with an array of agencies greatly enhances the students' learning, confidence and social well-being. The staff are most caring and want the students to succeed. As one former student commented: 'Although I left in 2006, the staff are really helpful and even now I can turn to them for help.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The thoughtful and sensitive leadership of the headteacher, along with the committed and dedicated support of all staff, results in a clear focus on successfully driving improvement. Leaders and managers at all levels, including the good and effective management committee, are ambitious for success and fully committed and involved in securing improvements. The excellent working partnerships with many agencies help to secure quality individualised programmes for education and social care and successfully promote outstanding learning and personal well-being. Safeguarding procedures are good. Risk assessments are thorough and appropriate policies are in place and monitored. There is a steely determination to ensure that the students enjoy an appropriate education in a safe setting.

Students make outstanding progress because the management of teaching and learning is appropriately focused on raising attainment. An emphasis on respect, rights, boosting confidence, self-esteem and encouraging responsibility underpins much of its work. This makes a good contribution to the promotion of equality and tackling discrimination. Good efforts have been made to promote community cohesion. The students make a good contribution to their own community and their support for various charities at home and abroad, including their support for Haiti, ensure that their knowledge and

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understanding of the wider world is developed well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Seven parents and carers replied to the inspection questionnaire, though none made any written comments. The responses were mainly positive. The overwhelming message to emerge is that parents and carers believe that the centre makes an excellent contribution to enhancing life chances by helping the students to overcome their problems and anxieties. Though the response to this questionnaire was small, the centre's own surveys of parents and carers, which elicit far more returns, confirm the high levels of satisfaction. The highly positive views expressed by parents and carers reflect the inspectors' judgements that The Enfield Secondary Tuition Centre offers a good and life-changing standard of education.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the Enfield Secondary Tuition Centre to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 7 completed questionnaires by the end of the on-site inspection. In total, there are 77 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	57	3	43	0	0	0	0
The school keeps my child safe	1	14	5	71	0	0	1	14
The school informs me about my child's progress	4	57	3	43	0	0	0	0
My child is making enough progress at this school	3	43	3	43	1	14	0	0
The teaching is good at this school	3	43	4	57	0	0	0	0
The school helps me to support my child's learning	3	43	4	57	0	0	0	0
The school helps my child to have a healthy lifestyle	2	29	5	71	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	43	3	43	1	14	0	0
The school meets my child's particular needs	3	43	4	57	0	0	0	0
The school deals effectively with unacceptable behaviour	3	43	4	57	0	0	0	0
The school takes account of my suggestions and concerns	1	14	4	57	0	0	1	14
The school is led and managed effectively	2	29	4	57	1	14	0	0
Overall, I am happy with my child's experience at this school	2	29	5	71	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 June 2010

Dear Students

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

Thank you for making us so welcome during our recent visit. We have fond memories of meeting and talking with you and seeing your work. We are impressed with what you are all achieving. You told us about the good education you receive and I am pleased to say that we agree with your views. You are making excellent strides in your learning and personal development. The staff help you to do this but you also help by your positive attitudes, your good behaviour and improved attendance. We also enjoyed watching you participate in various sporting challenges as part of your charitable fund-raising activities. My only regret is that my penalty-taking skills were not as good as your own, or those displayed by your headteacher!

There are so many aspects of the centre that are at least good and this is underpinned by you having a highly committed staff who want you to do well and who help you overcome your difficulties. You also benefit from a good curriculum and outstanding care, guidance and support. Though the education you receive is good and we are impressed with the way you are developing your literacy and numeracy skills, we have asked your staff to ensure that there is more consistency in the way your work is marked and in the quality of written comments added to your work. This was a point you raised in your own questionnaires and we agree with you that it is an area for development. We are also stressing in our report that your accommodation is in need of immediate and significant improvement. You are doing very well given that your accommodation is cramped and of poor quality.

Thank you again for making us so welcome. We enjoyed meeting you and would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Lead inspector

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