

Enfield Grammar School

Market Place, Enfield EN2 6LN

Inspection dates

27–28 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The new headteacher has brought a strong focus on pupils' progress. Leaders train teachers well to improve the quality of their teaching. This training is having a marked positive impact on pupils' learning and their progress.
- Pupils are very keen to learn. They enjoy subjects such as English, mathematics and science. In these subjects, teachers use assessment information well to plan work for pupils at the right level. In a small number of lessons, teachers do not harness pupils' enthusiasm for learning effectively. For example, the tutor period is not used effectively.
- Leaders review the curriculum. They have made recent changes. Teachers give pupils effective guidance to help them with subject choices for GCSE and A level. Pupils enjoy their learning and are confident with their subject choices. However, leaders do not evaluate changes to the curriculum carefully enough.
- Leaders and teachers are ambitious for their pupils. Leaders understand the importance of good behaviour for learning. This term, leaders introduced a new system for checking and rewarding good behaviour. This system is already having a positive effect. Pupils' behaviour around the school is calm and orderly.
- Leaders support pupils who have special educational needs (SEN) and/or disabilities well. Leaders, including governors, check the progress of disadvantaged pupils carefully. Pupils who have SEN and/or disabilities and disadvantaged pupils now make much better progress than in previous years.
- Pupils, sixth-form students and staff are proud of their school and its traditions. Staff look after pupils very well. Safeguarding is a strength. Staff ensure that pupils are well informed about local risks.
- Leaders ensure effective provision for students in the sixth form. Students enjoy their learning and make good progress.

Full report

What does the school need to do to improve further?

- In order to improve pupils' achievement leaders should:
 - track assessment information on groups of pupils with different starting points so that more effective and timely support can be put in place for those who fall behind
 - ensure that all teachers use assessment information carefully to inform their planning to meet the needs of groups of pupils with different starting points
 - evaluate the impact of new developments, such as changes to the curriculum, to ensure that these changes are having the desired effect on pupils' progress
 - review the use of the form period to ensure the time is used well.
- Teachers should capture the elevated levels of enthusiasm pupils show in lessons to drive pupils' learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are ambitious for their pupils. There is a legacy from previous years where the focus was on attainment regardless of pupils' starting points. The new headteacher ensures that the focus is now on substantial progress for all pupils. Pupils have risen to this challenge and are aiming high. Pupils from all starting points are making strong progress, especially in key stage 3.
- Leaders set high expectations for pupils' behaviour. Senior leaders are positive role-models for pupils. Pupils' behaviour in school is of a high standard.
- Leaders have introduced new training for staff. Teachers and other staff are highly appreciative. Middle leaders are more confident in their roles and most teachers have improved their teaching because of this training. Staff responses to the Ofsted questionnaire show that they are highly motivated. Many staff were keen to receive feedback on the quality of their teaching during the inspection.
- The curriculum includes citizenship lessons on fundamental British values. There is a strong focus in assemblies and religious education lessons on the social, moral, spiritual and cultural development of pupils. In assemblies, pupils learned about the impact of their actions on others. Leaders prepare pupils effectively for life in modern Britain. Pupils can talk with empathy about those less fortunate than themselves. They are involved in local charity work.
- There is a broad curriculum which is under constant review. There is a vast range of extra-curricular activities in sport, music, drama and many other activities, which develop pupils' self-confidence. Pupils really enjoy their extra-curricular activities, especially the sport, which helps to develop their teamwork skills.
- Leaders use pupil premium funding effectively. Pupils who are disadvantaged make better progress because of this.
- Leaders use funding for pupils who have SEN and/or disabilities effectively. The leaders of SEN track the progress of these pupils carefully. Pupils who have SEN and/or disabilities make good progress.
- Leaders do not check the impact of the Year 7 literacy and numeracy catch-up funding rigorously enough to ensure that this funding is having maximum impact on improving pupils' reading and mathematical skills. Some pupils are not making strong progress in reading because of this.
- Leaders do not track the progress of pupils with different starting points robustly enough. Some middle leaders are not confident in evaluating pupils' assessment information. Leaders do not always evaluate pupils' outcomes to determine next steps in planning for groups. In the past this has affected pupils' progress.
- Leaders check the quality of teaching. Teachers receive training to improve their teaching. Training is not always evaluated carefully to ensure that pupils' outcomes have improved because of the teachers' training.

Governance of the school

- Governance is a strength of the school because:
 - governors have a clear understanding of their roles and responsibilities, and they have a good grasp of the strengths and weaknesses in the school
 - governors are robust when they check safeguarding
 - parents said that governors engage with them effectively, but a few parents would like more regular communication from the school
 - governors support and challenge senior leaders, and there is evidence of strong challenge by governors to senior leaders to improve the progress of pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The leadership of safeguarding is both effective and thoughtful. Leaders are aware of local risks and do everything possible to support their pupils in keeping safe. For example, the school is based on two sites. Leaders invited local police to give them advice on mitigating the risks for pupils when they move between the sites.
- Leaders carry out appropriate risk assessments before trips take place. Staff diligently support pupils who have medical needs and ensure that the correct medication is available for them in school.
- Leaders train staff and pupils to raise awareness of the dangers of local gangs, knife crime and radicalisation. Pupils are very mature in their understanding of how to avoid these risks.

Quality of teaching, learning and assessment

Good

- Teachers have strong subject knowledge. They use their knowledge to plan interesting lessons which pupils enjoy. There are positive relationships between teachers and their pupils because of this.
- Teachers give effective guidance to pupils about how to improve their work. Pupils know what to do and if they are uncertain they are confident that teachers will help them. Pupils' progress in lessons is good because of this communication.
- Teaching is particularly effective in mathematics, English and science in all key stages. Teachers have applied the training the school has developed to ensure that they improve the quality of pupils' learning. Pupils said they really enjoy those subjects.
- In many lessons, teachers use remarkably effective questioning to deepen and develop pupils' understanding. Teachers pitch the questions to give stretch and challenge to pupils according to their starting points. Pupils are very keen to answer in class because of this encouragement.
- A small number of lessons are not well planned. Despite this lack of planning, pupils are very tolerant and listen attentively and often make progress on their own initiative. Some teachers do not make effective use of the information they have about pupils' needs and their starting points to plan lessons. Pupils in these lessons do not make the

progress of which they are capable.

- Some leaders and teachers do not use assessment information effectively to track the progress of groups of pupils. These leaders and teachers use information retrospectively rather than proactively. When some pupils fall behind in some subjects they do not get extra support. This has affected middle-ability pupils' progress in GCSE examinations in 2016 and 2017.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a wide range of opportunities to help them develop their self-esteem. They are consistently polite and courteous with teachers and other adults. Pupils are confident and mature because teachers give them support.
- In food technology, physical education, science and citizenship lessons, pupils learn how to keep healthy and fit. Pupils talk about the importance of a healthy mind and body and make links in their learning across all these subjects.
- Staff encourage older pupils to look after younger pupils. Year 11 pupils and sixth-form students take this responsibility very seriously. Despite very cramped corridors and classrooms, pupils move around in a calm, orderly fashion. Pupils show respect for others and their environment.
- The school's police officer and teachers ensure that pupils are well informed about their own safety. Pupils know how to keep safe and they are especially aware of the local risks, such as gangs and knife crime.
- Pupils said that there is little bullying in school and when it occurs teachers deal with this very effectively. Pupils are aware of the risks of the internet and how to deal with cyber bullying.
- Pupils are ambitious. They are encouraged to set high expectations for themselves. They are proud of their school and its traditions and values. Sometimes teachers do not harness this enthusiasm and pride to drive learning.

Behaviour

- Teachers set exacting standards for behaviour. The behaviour of pupils is good. Pupils' attendance is improving and is above national averages. Pupils' persistent absence is reducing and is well below national averages. Pupils are consistently punctual to lessons and arrive with all the necessary equipment.
- Pupils manage their own behaviour very well. Their behaviour in queues, on the corridors and in classrooms is mature and well-mannered even where there are no adults around.
- There is an exceedingly small amount of low-level disruption in class. Leaders and teachers are working to cut this. Leaders introduced a new system to check and improve pupils' behaviour this term. This system has already had a small impact on

reducing incidents of disruptive behaviour. Fixed-term exclusions and permanent exclusions are below national averages.

- Tutors do not use the form period at the end of the school day effectively. Pupils arrive late as they do not value this time. Some teachers do not supply work or they set tasks which pupils find boring.

Outcomes for pupils

Good

- Pupils make strong progress overall and this is an improving picture. All pupils are aware of their current grades and the targets they are aiming for. They are confident that they know what to do to meet their target grades. Pupils make substantial progress in almost all lessons.
- In mathematics, pupils make substantial progress. Pupils' outcomes in 2018 GCSE examination results reflect this progress. Leaders check pupils' progress carefully in mathematics. They ensure that teachers set work for pupils at the right level. Pupils spoke positively about their experiences in mathematics lessons.
- Disadvantaged pupils are making stronger progress than in previous years. School information shows that the difference in outcomes between disadvantaged pupils and national averages is reducing. This reduction is more marked in key stage 3 than in key stage 4. However, disadvantaged pupils in mathematics are catching up rapidly in all key stages.
- Pupils who have SEN and/or disabilities are also making stronger progress than in previous years. Leaders check the progress of these pupils and ensure that they support them with any difficulty they have. Outcomes for this group of pupils showed an improving picture between 2016, 2017 and 2018 in GCSE examinations.
- Pupils are making better progress in English, humanities, French, science and food technology, according to school information. Pupils were making strong progress in these subjects in lessons. Pupils' work in their books over time showed substantial progress. Leaders are working to improve pupils' progress overall in Spanish, physical education and design technology.
- In the past, pupils achieved high standards in GCSE examinations. However, pupils' progress from their starting points was below average. Leaders now focus on progress for all pupils from their different starting points. Some departments have embraced this change more effectively than others. This leads to variable outcomes for pupils' progress in different subjects. Previously, middle-ability pupils did not make good progress. School information shows that this group is making better progress. Middle prior-attaining pupils are now making stronger progress in lessons.
- In earlier GCSE examinations, some pupils did not achieve their full potential. This affected their opportunities to apply for further and higher education. However, the school does prepare pupils effectively in other ways by supplying sound careers advice and support for education and employment.
- Senior leaders do not always make effective use of key stage 2 information to set targets for pupils. However, some middle leaders do make highly effective use of this information. Overall, there is a lack of coherence in the way leaders manage and use assessment information. Pupils are not always set challenging targets because of this

inconsistency.

16 to 19 study programmes

Good

- All students undertake work experience, which helps them to develop their understanding of the world of work and the skills they need to be successful.
- Leaders are ambitious for their students and give a great deal of support and encouragement. Most students go on to higher education. A high proportion of students go to Russell group universities. The proportion of students progressing to higher education and employment is above national averages. Leadership of the sixth form is a strength.
- Students experience a good careers programme, which includes information about apprenticeships. They also have access to programmes to develop positive mental health. They have many opportunities for community work, such as the Youth Parliament. Students appreciate the opportunities and help they receive from teachers. Students enjoy being in the sixth form.
- There is a broad curriculum for students, which includes level 2 courses. The quality of teaching in the sixth form is like that in Years 7 to 11. Subject areas which were weak in 2017 have now improved. Leaders are aware of strengths and weaknesses in the sixth form and are making improvements. Students who enter the sixth form with weak English or mathematics improve their skills in these subjects because of strong teaching.
- The retention of students on their study programmes is above the national average. Students' outcomes in A level and vocational examinations show an upward trend. In 2018, many students received unconditional offers for university courses. Sometimes these unconditional offers can affect some students' motivation so that there is a dip in their outcomes.

School details

Unique reference number	137094
Local authority	Enfield
Inspection number	10054404

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Boys
Number of pupils on the school roll	1,023
Of which, number on roll in 16 to 19 study programmes	205
Appropriate authority	Board of trustees
Chair	Ruth Collis
Headteacher	Christopher Lamb
Telephone number	020 8363 1095
Website	www.enfieldgrammar.org
Email address	clamb@enfieldgrammar.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is based on two sites.
- The school does not use any alternative provision.
- The school works collaboratively with other secondary schools in Enfield.
- The new headteacher joined the school in 2017.

Information about this inspection

- Inspectors visited lessons and part-lessons across all key stages and subject areas. They looked in pupils' books. They also visited assemblies and tutor periods.
- They met with pupils, teachers, middle and senior leaders and governors. The lead inspector met with a representative of the local authority. Inspectors reviewed a range of school documents relating to pupils' behaviour, safety, teaching and learning, and pupils' progress and attainment.
- Inspectors considered 222 responses from parents, and 66 responses from staff to the Ofsted online questionnaires. There were no responses from pupils.

Inspection team

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