

Edmonton County School

Great Cambridge Road, Endfield, Middlesex, EN1 1HQ

Inspection dates 4–5 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leadership team are passionate about making sure that all students achieve their best. They set high standards and through their drive and ambition have successfully raised the quality of teaching and students' achievement.
- Governors are well informed and use their wide range of experience and knowledge to support and successfully challenge the senior leadership team to improve all aspects of the school's work.
- Teaching is good and at times outstanding. Teachers have good subject knowledge and high expectations which they use effectively to engage and motivate students to want to do well.
- Students' achievement is good. The progress that students make in most subjects is at least good given their starting points, and in English progress is outstanding.
- Students say they feel safe and well cared for. The school's work to keep them safe is good.
- Students' behaviour is good and attitudes to learning are positive. This contributes greatly to the good progress that students make.
- Students' spiritual, moral, social and cultural development is promoted successfully through a wide range of activities and a variety of well-attended after school clubs. Students are proud of the different cultures and religions in the school and show a clear understanding and awareness of British values of respect and tolerance.
- Children in the newly opened Reception, and pupils in Year 1 and Year 2 classes have made positive starts to their learning because of clear leadership and good teaching.
- Provision in the sixth form is good and improving. The achievement of students has improved considerably since the previous inspection. Strong and determined leadership, and better quality teaching have brought about these changes.

It is not yet an outstanding school because

- Not all teachers plan work which is accurately matched to the abilities of the less-able students. As a result some do not make the rapid progress of which they are capable.
- The systems and policies that have been introduced to improve the work of the school are not always consistently applied by all staff.

Information about this inspection

- Inspectors visited 43 lessons to observe the progress and engagement of students. Five of these observations were carried out jointly with members of the senior leadership team.
- Other aspects of the school day were observed, including an assembly, tutor time, students' behaviour at break, lunchtime and between lessons, and students' arrival and departure from the school.
- Inspectors reviewed the quality of the work in students' books to judge the effectiveness of marking, the progress of students over time, and the accuracy of the school's assessment data.
- Discussions were held with the headteacher, senior staff and subject leaders, and five groups of students. A meeting took place with the Chair of the Governing Body, and a discussion was held with a representative from the local authority.
- Inspectors took account of the views of the 46 parents and carers who responded to the Parent View online questionnaire as well as an email from a parent, a printed questionnaire from a parent, and a letter from a parent. They also considered the 87 responses to the staff questionnaire.
- Inspectors reviewed a wide range of documents including: the school's data on students' progress; self-evaluation and improvement plans; training arrangements for teachers and other staff; checks on the quality of teaching; attendance records and behaviour logs; minutes of governing body meetings; documents relating to students' safety; and documents relating to the management of teachers' performance.

Inspection team

Ann Behan, Lead inspector	Additional Inspector
Veronica Young	Additional Inspector
Andrew Lyons	Additional Inspector
John Cavill	Additional Inspector
Stephen Wilson	Additional Inspector

Full report

Information about this school

- Edmonton County School became an all-through school on 1 January 2014. Previous to that it was an 11 to 18 comprehensive school. The school admitted pupils into two full-time Reception classes, one Year 1 class and one Year 2 class.
- The school is a larger than average-sized all-through school situated on two sites just under a mile apart.
- A large proportion of students come from minority ethnic groups, the largest groups represented are of Turkish, Greek, Black African and Black Caribbean heritage.
- The proportions of students who speak English as an additional language, or who are at an early stage in learning English, are well above average.
- Just over a half of the students are supported by the pupil premium, which is well above the national average. This is additional government funding for students who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is a fifth of the school's population, which is above the national average.
- Thirteen Key Stage 4 students receive part of their education away from the school site. These students are following work-related courses at: WinWec/Raise, Edmonton; Capel Manor College, Enfield; and Barnet College, Barnet.
- The school meets the government's current floor standards, which set the minimum expectations for students' achievement and progress by the end of Year 11.

What does the school need to do to improve further?

- Improve the achievement of less-able students by making sure that all teachers use information from assessments to set tasks that are at the right level.
- Improve the effectiveness of leadership and management by making sure all teachers consistently apply the school's policies, particularly those for marking and behaviour management.

Inspection judgements

The leadership and management are good

- The headteacher and the senior leadership team provide strong and energetic leadership. They are clear about the school's strengths and areas for improvement, and have worked hard and successfully to improve the quality of teaching and raise students' achievement.
- The regular checking of the quality of teaching, supported by well-targeted training, has led to improvements in teaching and learning. Subject and team leaders play an important part in checking the work in their areas of responsibility. They are clear about their roles and have made substantial contributions to improvements in teaching and students' achievement.
- Performance management of staff has been revised since the previous inspection and is closely linked to the quality of teaching and students' achievement. Rigorous systems are in place to identify and address any areas of weakness. Although good support is given to staff to help them improve, the headteacher and governors take decisive action when improvements are not sustained. Salary progression only occurs when merited by sustained good performance.
- Since the previous inspection the senior leadership team has introduced a number of policies to help the school improve which are having a positive effect. These include measures designed to improve teachers' marking and their management of students' behaviour. However, these policies are not always consistently applied by all staff.
- A wide range of courses is offered to students that matches their abilities and interests well. There is a strong focus on helping students to develop good basic skills in literacy and numeracy so they are well prepared for the next stage in their education. Good links with primary schools, colleges and universities, local businesses, and good quality internal and external careers advice aid students' progression at different times in their education. Almost all students are successful in moving to education, employment or training at the end of Year 11 or Year 13.
- A number of opportunities and experiences are provided in assemblies, in lessons and tutor time, and through many clubs and activities offered beyond the school day which contribute well to students' spiritual, moral, cultural and social development. Staff work hard to make sure that students from the different cultures and religions represented in the school get on well together, and successfully promote British values of tolerance and respect.
- Additional funding is used effectively to make sure that disadvantaged students get the help that they need. The funding has been used to employ additional teachers in English and mathematics, provide alternative courses for those disadvantaged students whose abilities and interests are better met through alternative, work-related courses, and to give additional pastoral support to more vulnerable students. As a result the gap between disadvantaged students has started to narrow, particularly at Key Stage 4.
- The school has only recently received its allocation of primary sports funding. It has already put this to good use by purchasing new resources such as bicycles and scooters, and improving the quality of sports' markings in the playground. In addition, it has plans to extend the range and number of after-school sporting activities that it offers to children.
- The school works well with the local authority. It takes part in training and joint ventures organised by the local authority and collaborates well with other schools in the area. The local authority has provided support for improving the provision for students with English as an additional language, and for newly qualified teachers. The school has taken the lead across the borough in developing a cross-borough approach to assessment following the removal of National Curriculum levels.
- Parents are very supportive of the school and most of those responding to Parent View were very positive about the education and care that it provides for students.
- The school makes sure that all students have the same opportunities to take part in all aspects of school life. There is no evidence of discrimination.
- Safeguarding arrangements are secure, meet statutory requirements and make sure students are safe. The school works closely with providers of off-site and work-related courses to check the attendance, behaviour, safety and progress of the students who attend the alternative provision.
- **The governance of the school:**
 - Governors are very well informed about the quality of the work of the school. They draw on their different areas of expertise, and make regular visits to the school, talking to staff and to students to gain a good understanding of the school's strengths and areas for improvement. They make sure that they take part in training that enables them to carry out their roles effectively.
 - Governors contribute fully to discussions about teachers' performance management. They make sure that teachers' salary progression is linked to the achievement of students.

- Governors are able to compare the performance of the school against others nationally and ask searching questions to make sure that the headteacher and other leaders keep focused on improving the school.
- Governors monitor the school's finances closely and ensure that additional government funding is spent effectively to improve the achievement of disadvantaged students. They are rigorous in making sure that the school gets best value when purchasing goods and services, and have a comprehensive plan for building maintenance and improvements.
- Governors makes sure all statutory child protection and safeguarding policies and procedures meet current national requirements, and that the school promotes British values of tolerance and respect.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. Students are keen to learn. They are punctual to lessons, bring the correct equipment and work with enthusiasm. They collaborate well in groups and pairs and take pride in their work. These positive attitudes contribute greatly to the good progress that they make. Those students who attend alternative provision behave well.
- Around the school students generally are polite and courteous to one another and to adults, they respond quickly to staff requests, and respect the building. Outside areas and corridors are tidy and there are few examples of litter. Students are proud of the cultural diversity of their school. They demonstrate a high level of respect for each other and the different faiths and cultures within the school. Sixth form students provide good role models for younger students and make many positive contributions to the school community.
- Students are very positive about the relationships that they have with their teachers. They are pleased with the way good behaviour is rewarded, particularly the opportunities that they have to earn special badges which they wear with pride.
- Students told inspectors that lessons generally run smoothly and that behaviour has improved greatly. However, a few students reported that occasionally there is some low level disruption in lessons and that there are inconsistencies in the way a small number of staff manage unacceptable behaviour. This view was confirmed by a small minority of staff who completed the staff questionnaire.
- The school's tracking records show that behaviour is improving. Incidents of unacceptable behaviour have been reduced, as have the number of fixed term exclusions. However, the number of permanent exclusions rose in 2014. This was because the school raised its expectations of students' behaviour and there was a period of adjustment. In addition, the school has now set up a behaviour unit which is used to provide alternatives to exclusions and current information shows that this is having a positive effect in reducing the number of students excluded.
- Attendance has improved and recent information shows that it is now above average. The number of students who are persistent absentees has reduced because of the work that has been done to raise parents' awareness of the benefits of good attendance, and the intensive support given to families of students with previously high rates of absence.

Safety

- The school's work to keep students safe and secure is good, on the different school sites, and at alternative provision. Students say they feel safe and value the care and support that they receive from staff.
- There is a well-planned programme through assemblies, tutor time, special themed days and lessons, to support students in understanding and managing risk. This includes risks related to e-safety, carrying of knives, dangers of gangs, and misuse of drugs and alcohol. Students' told inspectors that they welcome the advice that they are given on how to stay safe when using the internet and social media.
- Students have a good understanding of different kinds of bullying including racist behaviour, homophobia and cyber-bullying. They said that bullying is rare and they were confident that if it does occur, it will be taken seriously and dealt with swiftly and effectively by staff.

The quality of teaching

is good

- Teaching is good and at times outstanding. Teachers have high expectations and use good subject

knowledge to plan activities that capture students' interests and motivate them to do well. They skilfully question students to gauge their understanding and adapt their teaching styles and work to respond to different students' learning and progress. As a result students make at least good progress in their learning.

- Most teachers use assessment information to plan work that is at the right level for different abilities and that builds on students' prior learning. However, in a few lessons the work that is set is pitched too high for some of the less-able students. In these cases students find the work too difficult, are not fully engaged in their learning, and do not make the same rapid progress as others in the group.
- Teaching assistants are well deployed and work effectively alongside teachers to provide good support for individuals and groups of students. They are briefed well and make a valuable contribution to the learning of disabled students, those who have special educational needs, and disadvantaged students. They provide one-to-one support, and help small groups in and outside of the classroom. As a result these students make good progress.
- High quality support is given to those students for whom English is an additional language. This helps them to develop their language skills quickly, which in turn supports their good achievement in a range of subjects.
- A clear school focus on developing students' literacy and communication skills across all subjects is contributing greatly to students' overall progress and success. Students are encouraged to read widely and are keen to use the well-resourced school library.
- Feedback to students was an issue at the previous inspection and the school has introduced a thorough and rigorous whole-school marking policy which is used well by most teachers. Detailed written feedback in many subjects provides helpful guidance to students on how to improve their work and students are encouraged to respond to the advice given. However, the policy is not consistently applied by all staff. The best marking was seen in English and science.
- Most teachers use homework well to support and extend students' knowledge and understanding.
- Most of the parents who responded to Parent View felt that their children are taught well and that they received an appropriate amount of homework.

The achievement of pupils is good

- By the end of Year 11, the proportion of students gaining five GCSE passes at grades A* to C including English and mathematics, in 2013, was above the national average. In 2014, the proportion dipped slightly to be broadly in line with the national average. This represents good achievement given these students' starting points.
- Results in 2013 and 2014 show that the proportion of students making and exceeding expected progress in English were well above the national averages which represents outstanding progress. In mathematics, the proportions making and exceeding expected progress were better in 2013 than 2014 but both were similar to national figures and represent good progress. Current assessment information, and work seen in books, indicate that progress in both subjects is improving further.
- At the previous inspection the achievement of students in mathematics and technology was identified as an area for improvement. The school has worked hard to improve teaching in these areas and the 2013 and 2014 results show that achievement in mathematics has improved significantly and is now good. However, while the GCSE results for technology subjects have improved they are still not at the level of other subjects in school. Improving teaching in technology subjects is a focus of the senior leadership team and current assessment information shows that students' progress is getting better.
- In 2013, in GCSE English, disadvantaged students were roughly a grade behind their classmates and a third of a grade behind other students nationally. In 2014, the gap behind their classmates narrowed to just under a half of a grade, but the gap behind other students nationally widened to half a grade. In mathematics, in 2013, disadvantaged students were roughly a grade behind their classmates and three quarters of a grade behind other students nationally. In 2014, the gap behind their classmates narrowed to three quarters of a grade, and the gap between them and others nationally remained more or less the same. School assessments and work seen in books show that the gaps in English and mathematics in the current Year 11 are narrowing further.
- Students who speak English as an additional language make good progress across a range of subjects because of the additional well-tailored support that they receive.
- Extension activities in most lessons and challenging homework make sure that the most-able students are stimulated well and make at least good progress.
- Students eligible for Year 7 catch-up funding make good progress in developing their basic skills,

particularly in literacy, because of effective teaching and additional support.

- Disabled students and those who have special educational needs generally make good progress, especially those who receive additional help. However, some do not make the same rapid progress as other students because in a few lessons the work that they are given is not at the right level.
- In the short time that the Key Stage 1 provision has been open the school's focus on improving reading and the teaching of phonics (sounds and the letters they represent) has had a positive effect on the progress of pupils. Those Year 1 pupils taking in part in the annual screening check in phonics in 2014 arrived very late in the school year and achieved results well below national averages. However, these pupils' current assessment information shows that by the end of Year 2 all of these pupils are on target to successfully complete the check. The current Year 1 are more advanced in their reading and they are expected to achieve well in this year's phonics screening.
- The students who study work-related courses off-site for part of their education make good progress because of the good-quality, well-tailored provision.
- The school does not enter students early for GCSE examinations.

The early years provision

is good

- Children joining the newly opened Reception classes in February 2014 settled well into the life of the school. A range of well-designed activities provided for the children and their parents, including home visits, open evenings and taster days, aided the smooth transition of children into their new school.
- The first children who were accepted into the school spent only six months in Reception, and the school's assessment information shows that in those six months they made 12 months progress. This represents at least good achievement given their starting points.
- Disabled children and those who have special educational needs make good progress because teachers plan their work carefully and they are given extra support. In addition, children who speak English as an additional language achieve well. Those at the early stages of learning English are provided with in-class support and are given very effective additional one-to-one teaching so that many make rapid progress and quickly catch up their classmates. Planning for individual needs ensures that those children entering with higher levels of skills are provided with activities that challenge and extend their learning.
- The Reception teaching areas are bright and welcoming. Children have access to a wide range of activities and resources to support the development of their knowledge and skills in all of the required areas of learning. The outdoor provision offers good opportunities for children to develop good motor skills and to promote their physical development.
- Highly effective leadership and management from the primary head, and the Early Years and Key Stage 1 coordinator, ensure that the quality of teaching is good and that children achieve well. Teachers and teaching assistants collaborate well to plan a range of engaging learning activities. They use rigorous systems for tracking children's progress so that they provide the right levels of support and intervention.
- Observations during the inspection showed that children have settled down well and that staff are working collaboratively to help children to enjoy their learning. Relationships between staff and children are respectful and children from different cultural backgrounds mix and play together well. Staff are vigilant about children's safety and there is a calm and happy atmosphere around the Reception area.

The sixth form provision

is good

- Highly effective leadership and management, and improved teaching, have brought about significant improvements in students' achievement since the previous inspection. The sixth form meets the national 16 to 19 interim minimum standards.
- As a result of good, and at times outstanding teaching, achievement in the sixth form is good and improving for all groups of students. There was an improvement in A-level results from 2013 to 2014, and although AS-level results dipped slightly from 2013 to 2014 they still represent good achievement given students' starting points. Students following work-related courses attain higher levels than those following academic courses but a few variations remain between subjects which the leadership is addressing. Current assessments and work in folders show that this improvement in achievement is continuing.
- Courses offered in the sixth form cater for students' different interest and abilities. Students are able to choose from academic qualifications or work-related options. Students who enter the sixth form without at least a grade C at GCSE for English or mathematics are given good support to enable them to do well in

their GCSE retake examinations.

- Leadership and management of the sixth form are strong. The head of sixth form is determined that students are given the best advice and support. Along with other staff, she carefully monitors students' progress and provides additional help for students who are in danger of falling behind with their work. Students receive high quality support and good careers guidance. Retention rates are improving, and attendance and punctuality are good. The vast majority who complete their courses go on to study at universities of their choice, or move on to further study, training or employment.
- Students' behaviour around the school and their attitudes to learning are very positive and they provide good role models for younger students. They contribute to the school's activities through the student union, by mentoring younger students, taking part the school's council, and acting as ambassadors at different school events.
- Students are given good advice on how to stay safe in various situations.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102043
Local authority	Enfield
Inspection number	447740

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

Type of school	All-through
School category	Community
Age range of pupils	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1687
Of which, number on roll in sixth form	278
Appropriate authority	The governing body
Chair	Mr Salih Suavi
Headteacher	Dr Susan Tranter
Date of previous school inspection	18–19 November 2009
Telephone number	020 83603158
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