

# Carterhatch Infant School

## Inspection report

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<b>Unique Reference Number</b>	101983
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	355106
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Denise Morris

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	381
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Dookheran
<b>Headteacher</b>	Andrew Boyes
<b>Date of previous school inspection</b>	23 June 2008
<b>School address</b>	Carterhatch Lane Enfield EN1 4JY
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<b>Age group</b>	3–7
<b>Inspection dates</b>	17–18 November 2010
<b>Inspection number</b>	355106

**Number of children on roll in the registered  
childcare provision**

**Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and 12 teachers. They observed various aspects of the school's work, and looked at pupils' books, teachers' planning, the school development plan, minutes from governing body meetings and safeguarding policies and procedures. Meetings were held with staff, school leaders, members of the governing body and pupils. A few parents/carers were also spoken to. The inspection questionnaire was responded to by 44 parents.

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

- Whether the learning experienced by all groups of pupils is sufficiently challenging.
- Whether provision in mathematics is good enough to ensure that pupils in Years 1 and 2 and children in the Early Years Foundation Stage make enough progress.

## Information about the school

This is a larger than average infant school. Pupils come from a wide range of ethnic backgrounds, the largest groups being White British and Turkish. More pupils than are usually found speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is larger than average. This includes pupils with speech and language difficulties and/or emotional and behavioural difficulties. The school shares a site with a children's centre which is managed by the governing body. The school runs a breakfast club.

**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

This is a good school. Attainment is rising, the quality of teaching and learning has improved and the accommodation has been carefully and thoughtfully refurbished to provide a warm and caring ethos in which all pupils thrive. The care, guidance and support provided for pupils are outstanding. Pupils are exceptionally well cared for and say that they really like coming to school. Parents and carers agree that their children like school and school leaders are working rigorously to make sure pupils come to school as often as they can. As a result, attendance is showing signs of improvement this term. Pupils' outstanding moral and social development is evident in the way they help each other, raise money for several different charities, take excellent care of their environment, behave well and clearly understand the difference between right and wrong. They say that they feel exceptionally safe at school because there is always someone that they can talk to.

There has been a steady improvement in the rate of progress pupils make over the past two years. Pupils' attainment in reading and writing is similar to the national average. Progress in writing is improving rapidly as a result of a structured approach that is helping boys in particular to improve their skills. Pupils do not make quite as much progress in mathematics because they do not always have enough opportunities to do practical tasks and find things out for themselves. All groups of pupils make at least good progress. Those pupils with special educational needs and/or disabilities achieve exceptionally well because of very clear and challenging targets, specifically tailored tasks and the high quality of guidance and support that they receive. Children in the Early Years Foundation Stage achieve well because of good quality support and some exciting provision that enables them frequently to make choices about their own learning.

The quality of teaching has improved and is now at least good with some that is better. The best teaching takes place in literacy lessons where high expectations and fast pace lead to at least good progress. In a few other lessons, particularly mathematics, limited subject knowledge and too few planned tasks for different ability groups such as the more able, result in slower progress. The school has developed an outstanding range of curriculum activities which daily engages pupils and helps them to enjoy school.

Exceptional leadership and management by the headteacher, senior and middle managers and effective support and challenge from the governing body have enabled the school to improve well in the past two years. Through effective self-evaluation, school leaders have a clear understanding of the school's strengths and areas for development and are working closely together to sustain pupils' good achievement. This shows that the school has good capacity for further improvement.

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

- Improve pupils' achievement in mathematics by ensuring that they have enough opportunities to engage in practical tasks.
- Ensure that teaching is consistently good by:
  - improving teachers' subject knowledge, particularly in mathematics
  - ensuring that tasks are closely matched to the different needs and abilities of all groups of pupils, including the more able.

## Outcomes for individuals and groups of pupils

**2**

Pupils, including those who speak English as an additional language, achieve at least well. Those with special educational needs and/or disabilities achieve very well because of rigorous support. Pupils make better progress in reading and writing than they do in mathematics because of a very strong focus on improving literacy skills and because in some mathematics lessons too few practical activities are planned that engage pupils' interest. For example, in a literacy lesson in Year 2, a powerful introduction in which vocabulary was shared with pupils enabled them to be actively involved so that they developed clear understanding of time connectives and words that describe feelings. As a result, most pupils were able to write simple sentences or the beginning of a story using these skills. Similarly, in a phonics session pupils were able to extend their understanding of letter sounds because of some very effective use of technology that kept them focused and interested. They were quickly able to link initial sounds to a picture because of the good visual approaches used. Pupils also achieve well in sports and in information and communication technology.

Pupils behave well, clearly know right from wrong and there is a harmonious atmosphere in almost all lessons. Their excellent understanding of staying safe is reflected in the way they walk calmly and quietly around the school. Pupils' outstanding social and moral development is evident in the way that older pupils help younger ones and make sure that they always have a friend to play with. Their understanding of staying healthy and keeping fit is good although their lunch boxes are not always healthy. Pupils' good contribution to the local community can be seen as they act as playground buddies and in the way that the school and the Eco councils are involved in keeping the school tidy and ensuring that others understand the importance of recycling. Good spiritual and cultural development is evident in assemblies. Pupils show empathy and understanding as they reflect on their own lives and on the lives of others. Those from many different backgrounds play well together and share their learning. Pupils and parents say that school is enjoyable and the attendance of most pupils is improving. Pupils are well prepared for transition to junior school.

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*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>	3
The quality of pupils' learning and their progress	2
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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

## How effective is the provision?

An excellent curriculum, enriched by a wide range of extra-curricular activities, including the well-attended breakfast, lunchtime and after-school clubs, excites and engages almost all pupils. Visits and visitors contribute exceptionally well to enriching pupils' lives. For example, work with a local theatre group who visit each week is helping pupils to develop confidence in their speaking and drama skills. African drumming sessions are helping to develop pupils' understanding of different cultures. Environmental and outdoor education is a particular strength ensuring that pupils understand the link between growing food and eating it. Planned opportunities for the use of information and communication technology and literacy skills in other subjects are very effective in the drive to increase achievement. This was evident during the inspection in Year 2 science where pupils used their literacy skills well to search for different sources of evidence to find out about animals. The curriculum has encompassed an innovative approach to a structured programme in order to improve reading and writing standards. This is having a very positive impact on pupils' learning.

Teachers know pupils well and, in most lessons, high expectations ensure that progress is at least good. Less progress is made when pupils spend too long sitting and listening to the teacher and too little time engaging in active learning. This sometimes happens in mathematics when teachers' subject knowledge is more limited and where there are too few different tasks to meet the needs of all ability groups, particularly those who are more

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able. Assessment through marking is regular and helpful. The new tracking system and use of data are beginning to show a clear picture of pupils' progress as they move up through the school.

Parents and carers are overwhelmingly of the view that this is a safe school. There is excellent cooperation between the school and a wide range of outside agencies and this is embedded in the school's philosophy. Thorough arrangements for welfare ensure that pupils feel happy and secure at school. Carefully tailored programmes to meet the needs of those with special educational needs and/or disabilities, those who speak English as an additional language and those who are deemed vulnerable ensures that these groups are very well cared for. Procedures to improve attendance are very robust and leaders work closely with support agencies to try to ensure that all pupils come to school regularly.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Inspirational vision by the headteacher and senior leaders, which is shared with staff and parents, ensures that the school is improving rapidly. In the past two years, leaders and managers have embedded ambition through good quality training for staff, very high levels of partnership work with support services, parents and local schools and through rigorous self-evaluation. The school accommodation has been very effectively improved to create a vivid and exciting environment in which pupils thrive. New assessment and tracking systems that now ensure a clear view of each pupil's progress have been introduced. As a result of these improvements, attainment is rising and pupils are making at least good progress.

The school is fully inclusive. It promotes equality of opportunity well and is rigorous in eliminating discrimination. The governing body is supportive and fully involved in evaluating outcomes. It fully meets its statutory duties and regularly holds the school to account for its decisions. The good strategy for community cohesion is effective in promoting pupils' awareness and understanding of other cultures. Local links, including with the on-site Children's Centre are exceptionally strong and are enhanced through the way pupils from many different cultures and backgrounds share their experiences with others. Links with a school further afield are developing well. Safeguarding arrangements, including child protection procedures, are robust and very effective. The school site is extremely safe and all visitors are given written information about the safety of children.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>

## Early Years Foundation Stage

Children enjoy their time in the Nursery and Reception classes. They benefit from a broad range of activities both in the classroom and in the outdoor play areas. Staff make the best possible use of these areas to promote learning. During the inspection, children showed how much they enjoyed playing outside as they rode their bikes, played in the sand and chased each other. There are some lost opportunities for children from the Nursery to play with the reception children. As a result, there are few chances for them to learn from older peers. When they enter the Nursery class, children have skills that are well below those expected in communication, language and literacy and in mathematical development. They achieve well and make good progress in all areas during their time in the Early Years Foundation Stage classes. As a result, although their skills remain below expected levels in some areas, many achieve the goals in personal, social and emotional development by the time they enter Year 1. This is evident in their good behaviour, their awareness of healthy eating and in the way they share and take turns. They run around and play happily with their peers and grow in confidence and self-esteem.

As a consequence of good leadership, children are very well looked after and welfare arrangements are rigorous. Children benefit from good teaching and support. For example in one lesson, reception-age children made good progress in information and communication technology as they focused on following the words of a story on the interactive whiteboard. Good questioning by the teacher ensured that they made good progress and extended their literacy skills. In the Nursery class, children improved their social skills well as they made decisions about with whom they wanted to play and what they wanted to play with. Encouragement from staff enabled them to tidy up their own toys and they responded well to encouragement. Children's achievements are regularly assessed and monitored.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are pleased with the school and say that their children are safe and secure. Almost all parents who responded to the questionnaires said that the school is well led and managed. Inspectors agree and found leadership to be excellent. Most parents feel that their children are happy at school and that they are doing well. 'We are happy with Carterhatch Infant School' is a typical comment from parents. A few parents do not feel that the school deals with unacceptable behaviour well enough while a small percentage of parents feel that the school does not take notice of their concerns or deal effectively with their child's needs. Inspection evidence shows that there are effective systems in place to deal with behaviour issues and that the school deals effectively with the individual needs of pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Carterhatch Infant School 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 381 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	19	43	0	0	1	2
The school keeps my child safe	13	30	28	67	2	5	0	0
My school informs me about my child's progress	12	27	28	64	3	7	1	2
My child is making enough progress at this school	13	30	25	57	4	9	1	2
The teaching is good at this school	14	32	28	64	1	2	0	0
The school helps me to support my child's learning	11	25	30	68	2	5	0	0
The school helps my child to have a healthy lifestyle	11	25	25	57	4	9	1	2
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)	8	18	25	57	4	9	0	0
The school meets my child's particular needs	10	23	26	59	6	14	1	2
The school deals effectively with unacceptable behaviour	11	25	24	55	7	16	1	2
The school takes account of my suggestions and concerns	10	23	24	55	7	16	0	0
The school is led and managed effectively	10	23	31	70	1	2	0	0
Overall, I am happy with my child's experience at this school	15	24	25	57	3	7	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



19 November 2010

Dear Pupils

**Inspection of Carterhatch Infant School, Enfield 1EN 4JY**

Thank you for your help during our recent visit to your school. This letter is to tell you about the things we found out.

- Your school gives you a good education.
- You enjoy school and your attendance is improving.
- Behaviour is good and you get on well with each other. We could see that you know how to keep fit and healthy.
- You do well in your lessons, particularly in literacy lessons.
- Your teachers mark your work regularly and help you to improve.
- Those of you who find learning difficult do very well in lessons because of your excellent targets.
- Leaders of your school look after you and keep you safe. You have an excellent awareness of how to keep yourselves safe.

We are asking your school leaders to improve two things to help you do even better. You could help with these by making sure you all come to school every day.

- To make sure that teachers have all the right skills and knowledge, particularly in mathematics, and plan work to meet the abilities of all of you.
- To make sure that there are lots of things for you to do in mathematics lessons so that you enjoy learning and make good progress.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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