

# Carterhatch Junior School

## Inspection report

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<b>Unique Reference Number</b>	101982
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	355105
<b>Inspection dates</b>	18–19 November 2010
<b>Reporting inspector</b>	Susan Thomas-Pounce

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Cocks
<b>Headteacher</b>	Pauline Berry
<b>Date of previous school inspection</b>	23 June 2008
<b>School address</b>	Carterhatch Lane Enfield EN1 4JY
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## Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 15 teachers. Meetings were held with senior and middle leaders, members of the governing body, and pupils. Inspectors looked at records of pupils' progress, the school improvement plan, local authority reviews and a range of other school documents. The inspection team analysed questionnaires completed by 137 parents and carers, 118 pupils and 18 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what degree have the use of assessment data and the quality of marking improved since the previous inspection?
- What is the impact of strategies taken to improve the quality of teaching and learning?
- How effective are leaders and managers at all levels in driving school improvement?

## Information about the school

The school is larger than the average junior school. An above-average proportion of pupils are known to be eligible for free school meals. A majority of pupils are from minority ethnic groups, with no single group predominating. More pupils speak English as an additional language than in most schools. Pupil mobility is high, with a higher than average proportion of pupils joining or leaving the school partway through their primary education. The proportion of pupils who need support for their behavioural, language or physical needs, including pupils with a statement of special educational needs, is well above average. The school holds a number of awards, including recognition of its work to promote healthy lifestyles. Since April 2010, the substantive headteacher was appointed as interim headteacher of another local school and the deputy headteacher of Carterhatch Junior School was appointed as the acting headteacher. An inclusion resource base within the school for pupils with behavioural needs is accessed by pupils from across the local authority.

**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?**

**3**

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

**3**

## Main findings

Carterhatch is a satisfactory school at which pupils' attendance is outstanding. The school has a notable strength in the good quality of care, support and guidance, especially for pupils whose circumstances make them vulnerable, which ensures that pupils feel safe and happy. The school is particularly successful in integrating pupils who have struggled to make progress in other schools. The inclusion resource base offers these pupils well-targeted support. Another good feature is the effective way the school works with parents and carers, and other partners such as external agencies who support pupils. Very secure relationships are evident throughout the school and pupils are confident that there is always an adult to turn to if required. After a period during which some pupils made too little progress, the school is improving because steps taken by the acting headteacher and leadership team are successfully raising the quality of teaching and learning.

All groups of pupils make satisfactory progress and attainment is broadly average. It fell in the last academic year, especially in writing, but the action taken to increase pupils' progress in both English and mathematics has brought about improvements. Even so, writing remains the weakest area because pupils do not have enough opportunities to develop their skills across a range of subjects and contexts. The school has recently changed the curriculum to give more opportunities for extended writing and the development of reading skills, but this has not yet had time to show an impact. Provision for the development of pupils' information and communication technology (ICT) skills is poor. Pupils cannot use computers on a daily basis because there are not enough of them in good working order. Consequently, they are not able to use ICT to support their learning or use facilities such as the virtual learning platform to develop their research skills.

Teaching and learning are satisfactory overall, with some good and outstanding features. The most effective teaching seen was when activities were closely tailored to pupils' needs. However, inconsistencies in practice across the school result in pupils' uneven progress. Insufficient use of assessment information when planning lessons means that pupils' work does not consistently match their needs, and they do not always benefit from challenging activities that will help them reach their potential.

The substantive headteacher has built a strong leadership team. Under the good leadership of the acting headteacher and with support from the local authority, staff now work well as a team with a shared commitment to bring about improvement. The leadership team closely monitors and evaluates the school's performance. The understanding of the school's strengths and weaknesses by leaders and the governing body is perceptive and accurate. Consequently, the school has satisfactory capacity to improve further.

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

- Increase the proportion of good or better teaching to 80% by the end of the spring term 2011 by:
  - consistently using assessment information to plan lessons that ensure pupils of all abilities are provided with challenging activities.
- Promote the development of writing by:
  - providing more opportunities across subjects for pupils to develop their writing skills.
- Ensure that pupils and teachers make better use of ICT as a tool for learning on a regular basis by:
  - improving the level of resources for ICT.

## Outcomes for individuals and groups of pupils

**3**

Most pupils enjoy being at school and demonstrate sensible and mature attitudes towards their learning. When given the opportunity, they work well cooperatively with a partner or in groups. All groups of pupils, including those with special educational needs and/or disabilities and those learning English as an additional language, were typically making satisfactory progress in the lessons observed. Some pupils who arrive partway through the year make good progress as a result of closely targeted support they receive. The work seen in lessons and pupils' books shows that the decline in standards has been arrested and overall achievement is now satisfactory, with pupils building steadily on their average standards on entry to the school. Although attainment in writing is improving, pupils' writing skills are still a relative weakness, especially in expressive writing. Reading skills are also limited.

An effective programme of personal, social and health education and a wide range of opportunities for pupils to take part in physical activity help them develop a good awareness of the importance of healthy lifestyles, as reflected in their national awards. Pupils successfully learn how to deal with risks faced in their everyday lives. Spiritual, moral, social and cultural development is good. Pupils make an extensive contribution to the wider community; examples include distributing their harvest collection to the elderly, baking cakes for Children in Need and participating in events with other local schools. Pupils' behaviour in lessons and around the school is good. They have a high regard for the staff and many cannot wait to come to school each day. The school council, eco warriors and playtime leaders work hard to ensure that all members of the school community feel included, and this makes a good contribution to the support of all pupils. Pupils are adequately prepared for their future lives. Their excellent attendance and good personal skills serve them well, but they are constrained by limitations in their basic literacy, numeracy and ICT skills.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Pupils' care and welfare remain at the heart of the school. High quality pastoral care and support is evident in daily practice. Relationships between adults and pupils are good and all pupils feel safe. The school works well with a wide range of outside professionals to promote pupils' learning. Pupils with special educational needs and/or disabilities are well cared for and the inclusion resource base is effective in helping those who have been at risk of exclusion from other schools. Through working in close partnership with parents and carers, pupils' attendance has improved and is now well above average. The school provides well for the integration of new entrants and, within this welcoming environment, pupils feel valued.

In the best lessons seen, teachers displayed strong subject knowledge and pitched the work in a way that challenged all groups of pupils to aim high. Pupils' learning developed well in these lessons because paired talk and group work and high-level questioning were used to engage the pupils and check their understanding. Where challenge was realistic and expectations high, pupils showed high levels of enthusiasm and enjoyment. In the weaker lessons, the pace of learning was slower because teachers directed activities too much and tasks were not matched well enough to pupils' different abilities. Observations both from the inspection and from the school's own monitoring show that there is not yet enough good teaching to accelerate pupils' progress. The quality of marking is improving;

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most identifies how successfully pupils meet learning objectives and how they can improve their work.

Teachers now use a themed approach to teaching and the school is beginning to use more interesting real-life contexts. However, this approach is not yet embedded and the cross-curricular provision for basic skills, particularly in writing and ICT, is not yet sufficiently well developed. During the inspection, little was seen of new technology being used to support learning. The existing equipment is not being used to its full capacity because it is out of date. The curriculum has a good impact on pupils' personal development and supports their spiritual, moral and cultural development well. Enrichments through clubs, visits and visitors enhance learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher, supported by the well-informed Chair of the Governing Body, has made a strong start on tackling the issues that led to a decline in achievement in 2010. Well-planned professional development, coupled with appropriate support, has enabled staff to take on interventions confidently. As a result, a range of suitable initiatives have been introduced to enhance provision and improve pupil outcomes. ♦

Much has been done to increase the opportunities for parents and carers to engage in the life of the school. The school holds the Leading Parent Partnership Award in recognition of the quality of its commitment to helping parents and carers support their children's education. Partnerships in the local community and beyond have successfully improved the learning opportunities for all pupils in the school. An example of this is the multi-agency work which has supported vulnerable pupils, particularly those who have been at risk of exclusion from other schools. A parent support adviser also helps to engage the hard-to-reach parents and carers.

The governing body is increasingly involved in setting and monitoring the school priorities for improvement. School self-evaluation is accurate and so priorities are correct. Appropriate systems are in place to safeguard pupils. The promotion of equal opportunities is satisfactory. The school recognises that in classes where teaching is satisfactory, pupils are not always enabled to make the progress of which they are capable. However, all pupils are valued, whatever their background or ability, and are given equal access to everything the school offers. Good community cohesion is central to this school and there are strengths in pupils' involvement in the local community. The

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school has completed a clear analysis of its religious, ethnic and socio-economic context. Consequently, pupils mix very well and respect different faiths and lifestyles.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Views of parents and carers

Almost all parents and carers who returned questionnaires indicated positive and supportive views. They say that their children are happy and enjoy coming to school. A few felt that incidents of poorer behaviour were not well managed, although most felt that the school keeps their children safe. The inspectors found procedures for managing more difficult behaviour to be very clear, consistently applied by staff and understood and trusted by pupils. A very small minority had concerns about how the school takes account of their views. The inspectors found that staff make a considerable effort to be available to listen to parents and carers, who are welcomed into school and so helped to gain more insight into what their children are doing and learn how they can support their children at home. Other concerns focused on a lack of information about their child's progress and whether progress was good enough. Inspectors judged that the information provided by the school about pupils' progress is helpful and that the proportion of good teaching is increasing, but this is not yet sufficiently consistent to ensure that all pupils make good progress.



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

Ofsted invited all the registered parents and carers of pupils registered at Carterhatch Junior 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	56	58	42	2	1	0	0
The school keeps my child safe	74	54	59	43	0	0	2	1
My school informs me about my child's progress	52	38	72	53	10	7	1	1
My child is making enough progress at this school	53	39	73	53	8	6	0	0
The teaching is good at this school	62	45	65	47	7	5	0	0
The school helps me to support my child's learning	51	37	79	58	3	2	0	0
The school helps my child to have a healthy lifestyle	53	39	81	59	2	1	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)	44	32	76	55	8	6	1	1
The school meets my child's particular needs	41	30	81	59	9	7	0	0
The school deals effectively with unacceptable behaviour	49	36	66	48	15	11	0	0
The school takes account of my suggestions and concerns	29	21	87	64	6	4	1	1
The school is led and managed effectively	48	35	76	55	5	4	0	0
Overall, I am happy with my child's experience at this school	62	45	65	47	7	5	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.**



23 November 2010

Dear Pupils

**Inspection of Carterhatch Junior School, Enfield EN1 4JY**

Thank you very much for the way you welcomed inspectors into your school. A special thank you goes to those of you who met us to give us your views. You gave us lots of helpful information.

Your school gives you a satisfactory education. This means that there are some things it does well and some things it could do better. The care, guidance and support you all receive are good. You enjoy school and are all very keen to keep fit and eat the right things. You get on really well together and all the adults in the school make sure that you are safe. You all play your part by attending school every day and behaving well and working hard.

So that your school becomes even better, I have asked the headteacher and governing body to make some improvements. These are to:

- make teaching even better so that you all enjoy more good lessons
- provide you with more opportunities to develop your writing skills
- make sure that you have more opportunities to use computers in class to help you learn.

All of you can help, too, by continuing to work hard and supporting each other.

Thank you again for your help with the inspection.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

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