

Carterhatch Junior School

Carterhatch Lane, Enfield, EN1 4JY

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement. It is too variable and so attainment in writing is not as strong as in reading and mathematics.
- Pupils do not talk enough about their writing or read widely enough to have a good vocabulary of interesting words to use.
- Pupils' handwriting is often untidy.
- Pupils are not always active enough in lessons and sometimes have to spend too long listening to the teacher.
- Work is sometimes too easy or too difficult for pupils.
- Some of the new systems the headteacher has introduced have not been working long enough to make a significant difference to pupils' learning.
- The governing body has not asked searching enough questions of senior leaders about the school's performance.

The school has the following strengths

- The leadership of the headteacher is good. He has brought in key changes that have improved teaching and raised standards.
- Attainment was broadly average for Year 6 pupils in 2012 and this group of pupils made good progress.
- Pupils in the nurture group do well because of the high quality support they receive.
- Pupils' behaviour is good and they support one another well, with good attitudes to learning.
- The proportion of good teaching is increasing rapidly because teachers are focusing on how pupils learn.

Information about this inspection

- Inspectors observed 32 lessons or parts of lessons, some of which were joint observations with senior leaders. All teachers and support staff were seen working with the pupils.
- Inspectors also heard pupils read from Years 3, 4, 5 and 6, attended an assembly, and undertook a scrutiny of pupils' work with the headteacher and deputy headteacher.
- Inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, local authority reports on the school, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with the headteacher and senior leaders, class teachers, the Chair of the Governing Body and another governor and a representative of the local authority.
- There were insufficient responses to the online questionnaire (Parent View), but inspectors spoke individually with several parents and carers during the course of the inspection and examined the results of the school's own questionnaire to parents sent out in May 2012.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Janev Mehmet-Christofides	Additional Inspector
Theresa Mullane	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The majority of pupils are from a wide range of minority ethnic groups.
- The proportion of pupils who speak English as an additional language is above average.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The school has specially resourced provision for pupils with special educational needs in the form of Additional Resource Provision for pupils with behaviour difficulties.
- The school also has specially resourced provision for pupils with special educational needs in the form of a nurture group for seven pupils with social and emotional difficulties.
- The proportion of pupils who join and leave the school outside normal times is greater than is usually found.
- The school meets the current government floor standards, which set the minimum expectations for the attainment and progress of pupils.
- The headteacher joined the school in November 2011. Since September 2012 a deputy headteacher and an assistant headteacher have joined the senior leadership team.

What does the school need to do to improve further?

- Ensure all teaching is consistently good or better by:
 - making sure pupils do not spend too long listening to teachers explaining things before getting on with their work
 - setting work at just the right level for pupils so that it is not too hard or too easy but is demanding enough to help them make good progress.
- Improve pupils' progress and attainment in writing by:
 - giving pupils more opportunities to share their ideas with one another before writing them down
 - expanding pupils' vocabulary across all subjects, especially for those who speak English as an additional language
 - increasing the range of reading material for pupils, especially the more able, so that they are inspired to write
 - improving the quality of pupils' handwriting across the school.
- Increase the effectiveness of leadership and management by:
 - consolidating the strategies which underpin the current drive to accelerate pupils' progress
 - developing the role of the governing body in holding senior leaders to account.

Inspection judgements

The achievement of pupils

requires improvement

- The school has taken steps to improve writing, as it is not as good as reading or mathematics across all year groups. There has been a focus on spelling and grammar and pupils have more time to write at length in different subjects. This work is beginning to have a positive impact.
- The progress of pupils who speak English as an additional language requires improvement because they do not have a wide enough vocabulary to make good strides in their learning. In some classes pupils do not have enough time to share their ideas before writing them down. The school is tackling this by encouraging pupils to express their thoughts through role-play and drama.
- The attainment of pupils on entry to the school has been rising, particularly in the last two years, but progress through different year groups is variable. Those who have just left Year 6 made good progress against their starting points in both English and mathematics. However, pupils currently in Years 3 to 6 are only making expected progress overall. As a result of a much more vigorous approach to checking how well pupils are doing, progress is rapidly improving.
- Pupils in the Additional Resource Provision make similar progress to other pupils in the school where they receive help that is suited to their needs. They make good progress in their personal development and this assists them in joining in with other pupils when they visit mainstream classes. Pupils in the nurture group achieve well because they have a rich mix of activities to engage with and staff know them very well.
- Pupils for whom the school receives extra funding through the pupil premium benefit from well targeted additional support. Last year, there was no gap between the attainment of these pupils and others in the school, a better picture than that found nationally.
- Disabled pupils and those with special educational needs make expected progress. Teaching assistants are well deployed to give these pupils the help they need to be able to take a full part in lessons and to reach their personal targets for improvement. Pupils who join the school outside normal times are also supported to settle in well and make similar progress to the more established pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because in some lessons teachers talk too much, leaving insufficient time for pupils to get on with their own work. Sometimes the work is not pitched at the right level for the pupils so it is either too difficult or too easy, or they are repeating things they have done before.
- The unevenness in teaching is the reason why pupils make expected rather than good progress. This includes disabled pupils, those who have special educational needs and those known to be eligible for the pupil premium. Pupils who speak English as an additional language only do as well as these other groups as they sometimes struggle with technical words because they are not always helped to expand their vocabulary.
- The proportion of good teaching is increasing as a result of the headteacher's relentless work to help teachers identify how they can get better, and his high expectations of all staff. Teachers use questioning well to find out what pupils can understand and to push their thinking further. The school's marking policy is applied consistently by all teachers and helps pupils to improve their work.
- In Years 5 and 6 in particular, teachers encourage pupils to learn actively through note taking and discussing their ideas together. This was observed in all the Year 6 classes when pupils were recording their observations about the rate at which apples decay. They found out that anti-bacterial handwash is an excellent preserver of apples, but none of them felt inclined to taste one. Perhaps it was the blue colour.
- Year 6 pupils dived under the tables in response to an 'air raid siren' and experienced what it

may have been like in the London Blitz during the Second World War. With the sounds of bombs falling all around them they were inspired to write vivid first-hand accounts of how it felt.

- Teaching develops pupils' spiritual, moral, social and cultural development well because the school's values are clearly understood by all staff and regularly communicated to the pupils. The rich curriculum enables pupils to find out about other cultures, their local environment and many different aspects of music and art.
- The teaching of reading enables pupils to make expected progress, and any who are struggling receive effective support to help them catch up although the range of books in the school is limited, especially for more-able pupils. While the school has a handwriting policy, this is not applied particularly well, and many pupils form their letters incorrectly and write untidily.

The behaviour and safety of pupils are good

- Pupils say that behaviour is good, a view supported by most parents. Pupils do not believe bullying to be a problem and most say they are not aware of any. They have a good understanding of different types of bullying such as cyber bullying and persistent name calling. Pupils say that everyone is friendly and gets on well.
- On the playground pupils play happily and come in sensibly without having to line up first. Pupils who are trained as peer mediators complain that they feel out of a job because disagreements between pupils are so rare. Pupils like the school's new behaviour policy and understand how it works.
- In class, pupils have positive attitudes to learning and work hard. They cooperate well and are respectful of one another's ideas. Teachers generally manage behaviour well, although this is not totally consistent.
- Attendance has been high over several years, reflecting pupils' enjoyment of school and the school's vigorous approach to tackling absenteeism. Hard evidence is required for leave of absence and attendance is closely watched. The school makes clear its expectations at every opportunity so that families are in no doubt about the importance of schooling.
- Parents all agree that the school keeps their children safe. Pupils have a good understanding of how to stay safe, including e-safety, drug awareness and keeping safe around railways. Pupils know they should wear high visibility vests when they go on visits so that they are easily recognisable.

The leadership and management requires improvement

- Some of the work to bring about improvement is not yet fully established and is in the process of being consolidated by the newly formed senior leadership team. Some of the school's leaders are growing into their roles, and are not yet having a full impact on raising standards. The governing body is only just beginning to ask searching questions of leaders about why teaching is not consistently good.
- The school is rapidly improving because the headteacher has lifted expectations across the school and his vision has inspired the staff to raise their ambitions and make a real difference for the pupils.
- Strong systems underpin the school's robust approach to checking the effectiveness of its work and holding teachers to account for pupils' progress. This means that leaders have a very good understanding of what the school does well and where it needs to improve. Their plans set out clearly what needs to be done, who will do it, when it will be done by and what it will look like when it has been done.
- The headteacher sets clear targets for teachers that are linked to priorities for the whole school's improvement, and to the progress of pupils in their classes. When reviewing teachers' performance the school uses the Teachers' Standards as its benchmark for what good looks like and expects all staff to come up to scratch. Pay rises are linked to enhanced performance.

- Parents welcome the changes the headteacher has brought in and say they can see the improvements in their children's progress and enjoyment of school. The school works particularly well with families whose circumstances are more difficult and parents feel fully involved in supporting their children's education. They are very willing to support the school as volunteers and helpers and have re-launched the parent-teacher association.
- The school takes as its starting point the skills pupils need to learn when considering how to teach different subjects, as well as developing their spiritual, moral, social and cultural awareness. A good level of enrichment through visits, visitors and clubs makes learning enjoyable and teaches pupils new skills.
- The local authority has worked closely with the headteacher to help speed up the rate of improvement and has provided intensive support. This has included linking the school with a national leader of education, providing additional capacity for the leadership team, agreeing judgements about the school's work and training the governing body. The impact of its support has been positive, so that the school is now well placed to continue to improve under its own steam.
- **The governance of the school:**
 - The governing body has become better informed in recent months and is growing in confidence. Governors are aware of the school's weaknesses and what the headteacher and senior leaders are doing to change matters for the better.
 - Governors accept that they have not always probed deeply enough to get to the heart of what makes the school tick, or where the blockages could lie, but are beginning to ask more demanding questions to seek out evidence to verify the assertions of senior leaders.
 - The governing body authorised the spending of £89,304 in 2011-2012 on a wide range of support for pupils known to be eligible for the pupil premium, including one-to-one tuition, Easter tuition, increasing the number of teachers, funding a parent support worker, investing in electronic tablets to increase pupils' motivation, daily reading sessions and access to a greater range of reading and writing resources. This good use of resources meant that no gap opened up between these pupils and others in the school.

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	101982
Local authority	Enfield
Inspection number	404795

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Martin Cocks
Headteacher	Paul Barraclough
Date of previous school inspection	18–19 November 2010
Telephone number	020 8804 2101
Fax number	020 8443 3180
Email address	headteacher@carterhatch-jun.enfield.sch.uk

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