

Carterhatch Junior School

Carterhatch Lane, Enfield, EN1 4JY

Inspection dates 12–13 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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

Summary of key findings for parents and pupils

This is a good school.

- The school has improved since the last inspection. Pupils achieve well. Over recent years, pupils' attainment in mathematics and reading has improved. The school continues to improve.
- More Year 6 pupils attained the higher Level 6 in mathematics last year than in 2013. Pupils did particularly well in the grammar, punctuation and spelling checks. Their results were significantly above the average for the past two years.
- Pupils, including those with special educational needs, those eligible for the pupil premium and those who speak English as an additional language, make good progress, especially in mathematics. Progress in writing is slower because the teaching of writing is not always as effective.
- Current pupils' progress is very good in reading and mathematics. Year 6 pupils are on track to do very well in this year's national tests.
- Workbooks show that pupils in all year groups make especially good progress in reading and mathematics. Their reading is very good.
- Governors and leaders have put rigorous systems in place since the previous inspection to check the quality of teaching and progress in learning. As a result, teaching is now good and achievement has improved.
- Pupils' behaviour is good. Pupils enjoy coming to this school and are proud to be part of its community.
- Safety is good. Pupils feel very safe because the systems to keep them safe are very sound. Pastoral care is a particularly strong feature.
- Improvements since the previous inspection include a stronger governing body whose members know the school very well. They know exactly how to proceed in the drive to raise standards even more.
- The most-able pupils make good progress in mathematics, reading and writing.

It is not yet an outstanding school because

- Teaching is not outstanding. Teaching does not always ensure all ability groups reach higher levels, particularly in their writing.
- Not all pupils have the confidence to write in a variety of ways. Leaders have not always focused sufficiently on ensuring all ability groups achieve well in writing, not just the most able.

Information about this inspection

- Inspectors visited all the classes and observed a total of 21 lessons, 10 of them jointly with the senior leaders.
- They looked at pupils’ workbooks to see how much progress they had made in their learning since the start of the school year in September 2014.
- They talked to pupils to find out from them how happy they are, and how well they think they learn here, and if they feel safe.
- Inspectors also talked to many parents to see what they think about their children’s school, whether they think behaviour is well managed, for example, and if they are satisfied with the education their children receive.
- Inspectors looked at all important documents used for the management of the school, including the behaviour and safeguarding policies and all other policies related to keeping children safe in school, the school’s self-evaluation and the current school development plan.
- They talked to other teaching and non-teaching staff. They met with the Chair of the Governing Body and spoke on the phone with a representative of the local authority.
- There were no responses by parents to the online questionnaire Parent View during the inspection. However, inspectors analysed responses to the same paper questionnaire by 124 parents, run by the school in the autumn term 2014.
- Inspectors took account of responses by 40 members of staff to the anonymous staff questionnaire run by the school in October 2014. They also considered responses by 152 pupils to an anonymous pupil questionnaire run by the school in October 2014.

Inspection team

Mina Drever, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Fiona Robinson	Additional Inspector

Full report

Information about this school

- This is a much larger-sized junior school than the average.
- Two thirds of pupils represent about 18 ethnic groups, though this can vary slightly from year to year. Currently, the three largest groups are those pupils from Other White, Black African and White British heritages.
- Over half of the pupils on roll speak English as an additional language. Many of them are in the early stages of learning English.
- The proportion of pupils with special educational needs is average.
- Over four fifths of the pupils on roll are disadvantaged and in receipt of the pupil premium funding. This proportion is much larger than the national average. The grant is used to support pupils known to be eligible for free school meals and children looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in mathematics, reading and writing.
- The school works with a number of partners, including secondary and primary schools. For example, Year 6 pupils attend master classes for Level 6 attainment at Bishop Stopford's secondary and its teachers come to this school to give lessons, for example in drama. They also advise the junior school teachers.
- A working relationship with Carterhatch Infant School enables teachers in both schools to work effectively on pupils' transition from the infant to the junior school.
- Other partnerships include The Town Partnership, working on various projects with local schools, for example looking for ways to save money through economies of scale.
- The school participates in the Schools Direct programme with The Bowes Teaching Alliance (an outstanding school) and the University of Middlesex.
- The headteacher works with a group of schools judged to require improvement, to arrange help and support.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring that pupils of all abilities are fully stretched in their activities to help them reach outstanding levels of achievement
 - continuing the drive to improve the teaching of writing, so that pupils' progress and achievement can match those in reading and mathematics.

Inspection judgements

The leadership and management are good

- Leadership and management are good. Since the previous inspection, managers have overhauled teaching in order to raise standards by improving the quality of teaching. Their vision is to be an outstanding school. However, managers know that there is more to do to improve teaching, especially in writing, to improve pupils' writing abilities.
- The headteacher's uncompromising tackling of inadequate teaching has resulted in a stronger group of teachers committed to improving pupils' achievement where possible. To achieve this, they are undergoing ongoing professional development to improve their teaching.
- All staff and parents interviewed share the leaders' vision. Parents are very involved with the school and believe that they share the job with the teachers of giving their children a good preparation for life.
- Leaders and managers have in place very good systems for checking the quality of teaching, which is now consistently good. However, they know that it needs to improve further, particularly in the teaching of writing. This is clearly stated in the school's rigorous self-evaluation and plans for improvement.
- Teachers and middle leaders assess pupils' progress in learning every half term. Pupils' workbooks show that teachers check this progress every time that they mark pupils' work.
- Middle leaders are well equipped to carry out their roles. Their professional development is very good. One of the two deputy headteachers carries out a training role in other schools. Her knowledge and expertise are regarded highly by the local authority's school improvement team.
- The school teaches a wide range of subjects. Subjects are clearly and separately taught within a thematic approach. For example, pupils know whether they are studying historical phenomena or geographical events, when working on a project such as Pompeii. However, writing is not always as well catered for to increase pupils' confidence. Some work is not always challenging.
- Through the study of citizenship and social education, pupils explore what it means to live in modern Britain. They understand the responsibilities that go with living in a democratic society. Equality of opportunity underpins the approach to this study.
- The development of pupils' social, spiritual, moral and cultural awareness is totally interwoven in school life. Every opportunity is available to pupils to take part in music and art events, and in social gatherings. For example, the school's field becomes a camping pitch in the Autumn term enabling all Year 6 pupils to participate.
- Provision for pupils with special educational needs is based on a pastoral approach, caring for emotional as well as educational needs. Consequently, pupils feel nurtured and secure. This enables them to achieve well.
- The pupil premium funding is spent effectively. Every support programme is evaluated for impact on progress and adjusted regularly. As a result, the gap between these pupils and others in school is closing rapidly.
- The sports premium grant is used well to improve the activities on offer. It has increased pupils' participation, and good use has been made of sports coaches to improve the quality of teaching.
- The local authority has worked very closely with the school since the previous inspection and, as a result, the quality of teaching has improved.
- Safeguarding meets statutory requirements. All systems are meticulously checked so that pupils are very safe from all risks, including discriminatory actions and offensive behaviour.
- **The governance of the school:**

The governing body is very involved with the school at all levels. It supports and challenges in equal measure. Governors know exactly where teaching still needs improving in order to raise standards, especially in writing. They are appreciative of all that the headteacher and his leadership team are doing to put this right, especially to improve teaching of writing. The governing body has the necessary skills base and knowledge to do this. Governors keep an eye on the quality of teaching through the management of performance by senior leaders and also through the rigorous management of the headteacher's performance. They ensure that salary rewards are based on teachers meeting targets set to raise standards. They feel very confident about analysing pupils' progress and demand explanations about progress the whole time, especially the progress of disadvantaged pupils, who make up the majority of pupils on roll. Governors check carefully that the support programmes bought with the pupils premium grant have the desired impact on pupils' progress. They manage the whole budget very carefully so that it is geared to raising standards.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. In class, pupils display an unconscious desire to work hard and learn well. They participate in whole-class learning with interest and enthusiasm.
- Pupils say that occasionally, some pupils disrupt learning with some talking, but teachers respond quickly and fairly. All adults apply clear procedures, which are very well known to pupils.
- Outside the classroom, pupils are typically very well behaved. The playground at lunchtime is a haven of exciting activities. Pupils take part in all sorts of games and play. The whole outdoor area is designed for pupils to enjoy and have fun in a constructive way. They move from one activity to another with great care.
- Pupils behave with a clear sense of responsibility. They respect one another and adults equally. They respond positively to adults' guidance or by their peers in the roles of sports monitor, play monitor or corridor monitor.
- Visitors are welcomed warmly, appropriately and politely by pupils. They are curious about visitors' roles in their education while visiting the school.
- Pupils enjoy coming to school. Attendance is above average. Some pupils say that they prefer coming to school to staying at home because it is more interesting and fun.

Safety

- The school's work to keep pupils safe and secure is good. As a result, pupils feel very safe. They say that bullying is practically a non-event. They understand all forms of bullying and know how to keep themselves safe from all negative behaviour, including the dangers of extremism and cyber-bullying. Pupils are well trained in e-safety and how to avoid the dangers of internet use.
- All adults supervising the lunch hour and other break times participate in play activities with pupils while keeping a very keen eye on their safety. The school's site is very safe.
- The learning environment is conducive to safe movement along corridors and around the school.

The quality of teaching is good

- Teaching is good over time, as seen by the progress current pupils make in their books. An enormous amount of learning has taken place since the start of the year. Progress is evident both in the quantity of pupils' knowledge and in the quality of most of their developing skills.
- Progress is slower in writing, by all ability groups, including the more able. Occasionally, the most-able pupils produce very good extended pieces of writing, with good grammatical sentences, but this is not frequent enough for all pupils.
- The quality of handwriting improves steadily from one term to the next. This was an area for improvement in the previous inspection. The school has worked hard to achieve a whole-school approach in the teaching of handwriting.
- In lessons, pupils display their progress in learning over time in the way they answer teachers' questions about what they know. For example, when planning an article on volcanoes, they showed how much they have learned in history and geography lessons via a project on Pompeii. At the same time, they demonstrated good planning skills.
- Learning is an exciting experience for pupils. In all lessons, they apply themselves with enthusiasm and good concentration. They say that teaching is mostly 'fun', and this helps them to understand. However, some pupils say that sometimes work is a little bit too easy for them and they do not always feel challenged.
- Homework is regular and appropriate. Pupils enjoy very much project work set for them during long breaks from school.
- Pupils know how to improve their work because marking is done very well by the teachers. Time is set aside for pupils to correct their work in class with the help of teachers and teaching assistants if needed. Teachers check that pupils' corrections are accurate.
- Support programmes for all pupils in need of assistance, those with special educational needs and those in receipt of the pupil premium, are very well planned and taught. Individual learning programmes are reviewed regularly with pupils and parents, and, where applicable, with colleagues from outside agencies who come to work with individual pupils. As a result, these pupils make good, steady progress.
- The teaching of English as an additional language is meticulously planned. All teachers and teaching assistants are very well trained to teach language across the curriculum.

- Literacy programmes are interwoven within the whole curriculum. This enables these pupils to make good progress in gaining their grammar and spelling skills. The school has clear programmes of developing literacy skills in all subject areas. Teachers have high expectations of pupils using correct grammar.
- Pupils have developed a great love of reading. They read well and with enthusiasm. They can talk confidently about fiction and non-fiction books.
- Linking mathematics across the curriculum is well developed. Pupils know when they are using mathematical skills in other areas of learning, for example when using recipes in cooking or gathering statistics for surveys.
- Teaching is not outstanding because the teaching of writing needs improving. Although teaching is planned well to cater for different abilities, it does not always push pupils to try work that is more demanding and challenging. It relies on pupils deciding for themselves to have a go at harder work. This approach is successful only with the most able and the most confident.

The achievement of pupils

is good

- From their different starting points, pupils achieve well because teachers have in place very good systems for identifying their individual needs on arrival at school. They provide very good support for each pupil's unique social and emotional needs.
- The school has kept up year-on-year improvements over recent years. This improvement has been greater in mathematics and reading than in writing.
- Test results in 2014 showed that attainment was a little below the national average in all subjects, but more so in writing. However, more pupils than in 2013 attained the higher Level 6 in mathematics and more of them attained Level 4+ in reading and writing than the previous year. Pupils performed significantly above the average last year in the grammar, punctuation and spelling check, reflecting their confidence to read unfamiliar words.
- Progress from different starting points between Year 2 and the end of Year 6 is good. By the end of 2014, a greater number of the more-able pupils made good progress throughout Years 3 to 6, than pupils did the year before.
- Current pupils make good progress. Pupils in Year 6 make exceptional progress. They are on track to increase substantially the number of pupils reaching the expected and higher levels. This is because the systems that have been put in place over the last two years to improve teaching and learning are beginning to show greater impact on pupils' progress. However, in all year groups, progress is slower in writing than in reading and mathematics. This is the case for all ability groups, except for a few of the most able.
- A few of the most able do particularly well. This is most evident in the workbooks. All pupils' books show a huge amount of progress in gaining skills in English, mathematics and writing. Some of the most able produce some very impressive pieces of extended writing and demonstrate very good mathematical problem-solving abilities.
- Pupils with special educational needs make good progress from their different starting points because they receive very good individual support. This is due to the fact that all teaching assistants who provide individual support are very well trained to work with individuals as well as with groups of pupils.
- Across the year groups, disadvantaged pupils make good progress. By the end of Year 6, they catch up well with other pupils in school. In 2014, their attainment was below that of other pupils nationally by about two terms in mathematics, reading and writing, and one term behind other pupils in school. This year, there is no gap between them and other pupils in school in the progress made in all subjects since September 2014. They are on track to do as well as other pupils nationally.
- Pupils who speak English as an additional language make rapid progress from the moment they arrive in school, from their different starting points, because the school has excellent provision for teaching language across the curriculum. The achievement of pupils from different ethnic groups is good. Their progress in school mirrors that of all pupils. All teachers and teaching assistants use a variety of effective methods for teaching English across the curriculum.

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	442124

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	414
Appropriate authority	The governing body
Chair	Martin Cocks
Headteacher	Paul Barraclough
Date of previous school inspection	10–11 October 2012
Telephone number	020 8804 2101
Fax number	020 8443 3180
Email address	headteacher@carterhatch-jun.enfield.sch.uk

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