

Carterhatch Junior School

Inspection report

Unique Reference Number	101982
Local Authority	Enfield
Inspection number	307865
Inspection dates	23–24 June 2008
Reporting inspector	John Horwood

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	353
Appropriate authority	The governing body
Chair	Mr Martin Cocks
Headteacher	Mrs Pauline Berry
Date of previous school inspection	24 February 2004
School address	Carterhatch Lane Enfield EN1 4JY
Telephone number	020 8804 2101
Fax number	020 8443 3180

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average size junior school. About one third of pupils come from White British families with the other main groups being from Turkish and Black African backgrounds. The proportions of pupils with English as an additional language and those entitled to free school meals are much higher than the national average. A high proportion of those with English as an additional language are at the early stages of speaking English. No pupils come from refugees or asylum seekers families and there are two looked after children. The number of pupils who have learning difficulties and/or disabilities is above average. The majority of these have behavioural, emotional and social difficulties or speech, language and communication difficulties. The number of pupils who join and/or leave the school other than at the normal times is very high. In a recent survey inspection the extended services were identified as being outstanding. There is a resource base for ten pupils with emotional and behavioural difficulties on the school site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils now make good progress and benefit from high quality care. The care the school provides extends to pupils' families to help them to support their children. One parent commented, 'I have had four children at the school and they have had a great start for secondary school.' The school's works with other agencies, to support pupils, is outstanding. This includes through extended services and the special unit for pupils with behaviour difficulties.

Pupils join the school from the adjacent infant school. The two schools are developing increasingly useful links. Both parents and pupils have very good opportunities to get to know the school before pupils transfer. When pupils join the school, their attainment is below average. By the end of Year 6 the pupils' work shows standards are broadly average. In the past, achievement was satisfactory but the school has concentrated on improving the pupils' basic skills, which were limiting their progress. As a result, pupils in the upper year groups are now making good progress. However, pupils who are more able do not always make the progress they could because assessment data is not used consistently to ensure they are set sufficiently challenging work.

Teaching is good. It is strongest in the upper year groups where assessment data is used more effectively to plan lessons. All the lessons seen were at least satisfactory. A parent said, 'Staff work very hard at making learning enjoyable,' which, together with the good relationships and good behaviour of pupils, ensures learning is effective in lessons. Marking of pupils' work is of variable quality and does not always give sufficient guidance on how to improve.

Pupils enjoy coming to school and this is reflected by their good attendance. One pupil said, 'We are learning and at the same time having fun'. They eat healthily and join in sporting activities with enthusiasm. Around the school, they demonstrate that they know how to stay safe. They know what to do if bullying should occur although they say this is very rare. The school has been very successful in improving behaviour and pupils say that any poor behaviour is dealt with quickly. The pupils' contribution to the school community is good; their contributions to the local community through parental links and extended services are strong.

Leaders and managers have been very effective in establishing a secure base from which to move forward. The restructured leadership team is clearly focused on raising standards and the impact of their actions can be seen in the increased progress and improving standards across the school. The leadership has built a staff team who work and plan together effectively. The improvement to teaching and progress, most notably in the upper year groups, demonstrates a good capacity to improve. The school is well supported by a good governing body.

What the school should do to improve further

- Ensure assessment data is used consistently to match work to the needs of more able pupils to enable them to reach challenging targets.
- Ensure the marking of pupils' work consistently provides guidance on how to get to the next step of their learning.

Achievement and standards

Grade: 2

When pupils enter the school in Year 3 they have below average standards and often limited knowledge of English. They make good progress and leave Year 6 with standards in English,

mathematics and science which are broadly average. Scrutiny of work confirms that progress is improving and is good in the majority of classes, particularly in the upper year groups. A large number of pupils join the school at different times after the start of Year 3. The school's records show that those who stay at the school throughout Key Stage 2 make good progress. Published data shows a steady increase in standards over the last few years. Pupils with learning difficulties and disabilities and those who need support with their speech, language and communication difficulties make similar progress to others because of the good support they receive. The provision for more able pupils is developing but the inconsistent use of assessment means they are not making as much progress as they could.

Personal development and well-being

Grade: 2

The school community is harmonious, reflecting the pupils' good spiritual, moral, social and cultural development. The pupils have positive attitudes to school and co-operate fully in lessons. Behaviour is good both in lessons and on the large play areas at break time. The pupils understand the importance of racial harmony and they say there is no racism in the school because 'everyone is the same'. They feel safe in the school and know adults will look after them should they need help or support. Pupils enjoy both the lessons and activities available to them. Their attendance is much higher than in many schools in the area and is above the national average. They understand about healthy eating and could describe what a healthy meal should contain. They were very enthusiastic about sport activities. Pupils enjoy being part of the school council and are looking forward to it becoming more active again in September. Their involvement with supporting the wider community through fund raising and attending events is good. The pupils learn to cooperate and work together well. Their basic skills have improved and now provide a sound basis for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall. This is enabling the pupils to make good progress. Teaching is most effective in Years 5 and 6 where better use is made of assessment data to match the work to pupils' needs. All teachers have good subject knowledge and plan well together. Classroom management is good and the teachers have very good relationships with the children. Pupils' learning is enhanced through a range of effective intervention strategies as well as by the teachers making lessons fun. The quality of marking is variable and some does not give sufficient guidance to pupils on how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and improving. The school is seeking to develop increasingly interesting and extensive links between subjects. A large number of pupils attend the wide range of clubs and activities available to them during and after school. As one pupil commented, 'We have lots of really nice clubs that we can go to if we wish.' The creativity days provide an imaginative and resourceful way to enrich pupils' experiences and makes an effective contribution to their learning. Pupils with learning difficulties and disabilities have full access to all activities and are well supported to take advantage of them. The use of visits and visitors is good and pupils

speak highly of these learning opportunities. Special events, such as visits to the Tower of London, bring learning to life and aid the development of skills in drama and dance. The sport and art provision are particularly strong and make a positive contribution to pupils' personal and cultural development. The school makes satisfactory provision for developing pupils' awareness of the wider world. Overall, the curriculum prepares pupils well for their future lives.

Care, guidance and support

Grade: 3

The school supports and cares for the pupils very well but there are aspects of academic guidance which, although satisfactory, require improvement. All safeguarding procedures are well managed and the provision for dealing with any child protection issues is very good. Health and safety is a high priority in the school and both staff and governors take their responsibilities very seriously.

Very effective systems are in place to support not only the children but also their families. The school's approach to inclusion is outstanding. The extended services provided by the school support families very well. The school's outstanding partnership with external agencies provides support particularly to vulnerable pupils. The strong links with social services results in a speedy response whenever support is needed.

The support for pupils who are learning English is well planned, using two specialist teaching assistants. The support for those who need extra help with their learning is good enabling them to make good progress. The teachers' day-to-day knowledge of pupils' progress is extended by the outcomes of the pupil conferences. However, other aspects of assessment are inconsistent and the information that is collected is not always used effectively to provide pupils, particularly the more able, with sufficient challenge in lessons and challenging targets in the longer term.

Leadership and management

Grade: 2

Leadership and management are good. The members of the restructured senior leadership team work well together, making good use of their complementary skills. Together with other leaders, they show a commitment to identifying weaknesses and bringing about improvement.

Self-evaluation has accurately identified key areas for improvement and is, therefore, good. Because assessment is not used consistently, sufficiently challenging targets are not always set. Consequently, although standards are rising steadily there is scope to accelerate the rate of improvement. There is a regular programme of monitoring and evaluation of teaching that leads to effective development of the teacher's individual skills. Newly qualified teachers benefit from good support and guidance from the induction co-ordinator. A climate has been created, among staff, of cohesion, collaboration and a willingness to ask each other for help. Positive relationships with parents and carers support the school's work. The school does a great deal to involve parents from all sections of the community. Parental responses to the pre-inspection questionnaires are highly positive and appreciative of the school's work. Governance is good. Governors are well led, fulfil their statutory duties and know the strengths and weaknesses of the school well.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

04 July 2008

Dear Pupils

Inspection of Carterhatch Junior School, Enfield, EN1 4JY

Thank you for making us so welcome at your school. We enjoyed being at your school, meeting with you and your teachers as well as talking to you during the day. Yours is a good school with a number of strengths:

- you have a good leadership and management team who are determined to help you do well
- you make good progress at school whilst developing good personal skills
- the school ensures that you get the help you need
- there is mutual respect and trust between you and the adults
- you behave well and enjoy being part of the school community
- you enjoy the opportunities for extra-curricular activities
- you understand the importance of healthy lifestyles and know how to stay safe
- you are proud of your school and enjoy your learning
- the school provides very good care for you.

In order to help the school improve and become even better, we have asked the school to:

- make sure that they use their records of your progress to plan lessons and set you targets so that you can achieve higher standards
- mark your work in a way that tells you how to improve and what you need to do to meet your next target.

We wish each one of you every success and happiness in your future education.

Yours sincerely

John Horwood

Lead Inspector