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25 January 2012

Mr Paul Barraclough  
The Headteacher  
Carterhatch Junior School  
Carterhatch Lane  
Enfield  
EN1 4JY

Dear Mr Barraclough

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Carterhatch Junior School**

Thank you for the help which you and your staff gave when I inspected your school on 24 January 2012 and for the information which you provided during the inspection. Please also pass on my thanks to the pupils, the Chair of the Governing Body, senior leaders and subject leaders, and the representative from the local authority who spoke with me.

The leadership of the school has been through a period of change since the previous inspection. The substantive headteacher retired and a new headteacher joined the school in November 2011. The acting headteacher at the time of the previous inspection has left. There is still an acting deputy headteacher. The leadership of information and communication technology (ICT) is new. Since September 2011, one of the two assistant headteachers has supported the leadership of literacy.

As a result of the inspection on 18 and 19 November 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements.

### **Achievement of pupils at the school**

Attainment is low and pupils are not achieving as well as they should throughout the school, particularly in writing. Learning and progress observed in lessons, pupils' work books and the school's own tracking information, show that too many pupils in each year group are underachieving and not attaining the levels expected for their age in reading, writing and mathematics. Following the previous inspection, targeted support in Year 6 helped to accelerate their progress so in 2011 attainment



improved, particularly in mathematics. However, it remained low in English and there was a significant gap in the attainment of pupils in reading and writing.

Actions taken to promote the development of pupils' writing have not had an impact on raising standards and improving the achievement of pupils in each year group. The curriculum was changed and a new approach to writing introduced. However, this has not been implemented effectively to ensure that writing is well integrated across all subjects and provides pupils with meaningful opportunities to develop their skills systematically. Gaps in early reading and writing skills of all groups of pupils, including the more able, are not identified and addressed quickly enough through well-focused teaching to ensure that they do not fall behind in their learning.

The new headteacher has rightly identified that teachers do not have a clear understanding of how to assess accurately pupils' attainment and progress. Consequently, the information they provide to support the tracking of pupils' progress throughout the year is not reliable. Links with the infant school have been recently re-established and joint training is taking place to address this.

### **The quality of teaching**

The quality of teaching is variable and the school's own recent monitoring shows that it has not improved since the previous inspection. In the most effective lessons observed, pupils made good learning gains because activities were carefully planned to meet their different needs and precisely matched to the focus of the lesson. Pupils knew what they were learning, how it linked to what they already knew and could explain clearly what they had learned that was new, for example in a mathematics lesson on equivalent fractions. Teachers asked challenging questions and encouraged pupils to exemplify and explain their responses. There were good opportunities for pupils to develop their vocabulary by working together on tasks and the pace of learning was maintained well.

However, there is not enough consistently high-quality teaching to ensure that pupils make good progress and achieve well. In too many lessons observed, teachers' expectations of what pupils could achieve were not high enough so the pace of learning was slow. Unfinished, poorly-presented work in books reflects this. Assessment information was not used effectively to ensure that lessons were sufficiently challenging. The lesson focus was not linked carefully to curriculum plans. For example, in some literacy lessons pupils spent time drawing pictures rather than developing their writing skills and guided-reading texts were undemanding. When working with groups, teachers did not consistently monitor the learning of the rest of the class so the pace slowed and misconceptions were uncorrected.

Pupils readily used calculators in the mathematics lesson seen, but there was little evidence of teachers and pupils using information and communication technology (ICT) on a regular basis as a tool for learning. The new headteacher is implementing plans to improve ICT resources but they are not fully in place. Links with the City

Learning Centre and a local outstanding school are supporting the purchase and use of appropriate, portable technology and development of its use by teachers and pupils across the curriculum. This is at the early stages of development. Pupils enjoy trying out the new equipment that has been loaned to the school but express their frustration at the school's old computers which are not reliable.

### **Behaviour and safety of pupils**

The behaviour of pupils was judged as good at the previous inspection so was not a focus of this inspection. However, in the lessons observed, pupils were keen to learn and responded to teachers well. They were sensible, calm and orderly during a fire evacuation that took place during the inspection.

### **The quality of leadership and management of the school**

The new headteacher has a precise understanding of what the school needs to do to improve and his evaluations of teaching are robust. A detailed improvement plan has been produced that is sharply focused on raising attainment by accelerating the pupils' progress and improving the quality of teaching. It includes challenging, quantifiable targets and clear milestones to raise expectations and measure the progress being made. However, the plan is still new and so evidence of its impact is limited.

The headteacher has introduced a policy for teaching and learning to raise staff expectations, restructured the senior leadership team, and given staff clear responsibilities which they understand. Lines of accountability have been made explicit and a programme of assessment and monitoring has been put in place to help leaders at all levels to evaluate the quality of their areas of responsibility effectively. Appropriate training and support are being provided to develop the leadership skills of senior leaders and subject leaders to strengthen the school's capacity to sustain improvement. However, much is new so leaders at all levels are not able to demonstrate their impact on improving outcomes for pupils and the quality of teaching.

The challenge provided by the governing body to secure rapid improvement since the previous inspection has been limited. The local authority recognises that the school has not made adequate progress since the previous inspection and that the support and training it has provided have not been carefully matched to the needs of the school and monitored robustly.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jackie Krafft  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in November 2010**

- 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 information and communication technology (ICT) as a tool for learning on a regular basis by:
  - improving the level of resources for ICT.