

# Inspection of a good school: Carterhatch Junior School

Carterhatch Lane, Enfield, Middlesex EN1 4JY

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Inspection dates:

11–12 March 2020

## **Outcome**

Carterhatch Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy and enjoy coming to school. They know that staff care about them and have high expectations. Parents and carers appreciate the opportunities their children get.

Most pupils are well behaved in school. Sometimes, a few of them struggle to manage their emotions. Personalised interventions, including mentoring, play therapy and restorative approaches, are put in place when things go wrong. These help pupils to understand their actions and the effects they have on others. This has led to fewer recorded behaviour incidents.

Pupils told me that that bullying is not a problem at the school. They know that if there are any incidents, staff deal with them quickly. This makes them feel safe and secure. There is a calm, friendly atmosphere at break- and lunchtime. Pupils have access to lots of games and activities. Many play in mixed-age groups. They show kindness and respect towards each other. They are courteous and polite to adults.

Pupils are proud to receive their 'always stars' badges for being good role models. School parliament members feel honoured to have been democratically elected by their peers. They take their responsibilities seriously. They work hard to represent their classmates. Pupils have access to lots of after-school clubs. These include clubs for arts and crafts, karate, netball, football and ballet.

## **What does the school do well and what does it need to do better?**

Leaders have planned programmes so that pupils can learn well. Careful thought has been given to the skills and knowledge they need to build as they move through the school. For example, in art, pupils learn to use shape and proportion before depicting objects from different angles. For inspiration, they study works by artists who represent diverse movements and time periods.

In most subjects, pupils can make links between the topics they have studied. Teachers plan lessons so that the most important knowledge can be well secured. Pupils recall prior learning and apply it in different ways. In mathematics, for example, pupils use their knowledge well to help solve problems. This also helps to secure and deepen their mathematical understanding.

However, this is not the case in every subject. In history, for instance, teaching has focused on projects about individual historical events. Connections between them have not been made explicit. There are limited opportunities for pupils to draw contrasts or analyse trends between different periods of history. It makes it difficult for them to build on what they already know.

Across the curriculum, teachers use precise questioning to check pupils' understanding and challenge them further. They also pay particular attention to developing pupils' vocabulary across subjects. Pupils use subject-specific terms fluently in discussion and written work.

Leaders have prioritised reading because they know that it is essential for success in all subjects. Any pupil who has fallen behind receives an intensive phonics programme to help them to catch up. All pupils enjoy access to a broad range of fiction and non-fiction texts. Class teachers read to their pupils each day. Pupils get help to select books that they read independently. Through these activities, pupils develop a love of reading. Leaders have developed a well-planned and sequenced programme to improve pupils' comprehension skills. By Year 6, pupils are confident about using a range of strategies to get to grips with unfamiliar texts.

Staff have been trained effectively to support pupils with special educational needs and/or disabilities (SEND). This enables them to take part in all the opportunities offered at the school. Leaders have found new ways for pupils with SEND to record their learning using digital technology. This enables teachers to understand what the pupils know and can do.

Behaviour in lessons is positive. It helps to support learning. Pupils listen carefully to what their peers say. They show interest in the views of others. They are confident about sharing their own thoughts and opinions.

Leaders make sure that all pupils have regular opportunities to go on trips and visits. These support learning in the classroom and enrich pupils' lives. Pupils spoke enthusiastically about visits to different places of worship, galleries, museums and the theatre.

Teachers appreciate leaders' efforts to help them manage their workload. They particularly value the opportunities to plan together. Staff say that leaders consult with them on changes that are being explored. They consider their points of view when making decisions.

## Safeguarding

The arrangements for safeguarding are effective.

Members of the safeguarding team are knowledgeable. They are well regarded by staff and parents. All staff have regular training. They know what to do, and whom to report to, if a pupil needs help. Referrals to external agencies are made swiftly. This allows families to get support at an early stage. Leaders ensure that the necessary pre-employment checks are made on all adults who work at the school.

Pupils learn how to keep safe through the curriculum. For example, they learn about e-safety in computing. Pupils understand how this helps to keep them from harm.

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

### (Information for the school and appropriate authority)

- Across the curriculum, including in subjects such as art and mathematics, pupils build their knowledge and understanding in a systematic way. In a minority of cases, including in history, learning is not as well organised. This means that pupils do not develop subject-specific knowledge and skills as well as they should. Leaders should ensure that knowledge and skills are planned and sequenced effectively in all subjects across the curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, or standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Carterhatch Junior School, to be good in February 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 145201   |
| <b>Local authority</b>                     | Enfield  |
| <b>Inspection number</b>                   | 10145352   |
| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 7 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 357  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | John West  |
| <b>Headteacher</b>                         | Helen McGovern   |
| <b>Website</b>                             | <a href="http://www.carterhatchjunelt.org">www.carterhatchjunelt.org</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school joined Enfield Learning Trust in January 2018.
- The headteacher took up her position in January 2018.

## Information about this inspection

- I held meetings with the headteacher and the acting deputy headteacher. I also met with subject leaders.
- I did deep dives in these subjects: reading, mathematics and history. I met with leaders, teachers and pupils. I visited lessons in these subjects and looked at pupils' work. Other subjects, including art, computing and personal, social and health education, were also considered as part of the inspection.
- I met with members of the trust board, including the chair and the chief executive officer. I also met with members of the local education committee, including the chair.
- I also spoke with the school improvement partner.
- I talked with pupils in meetings, during visits to lessons and at break- and lunchtime.

- I took account of responses from parents and carers to Ofsted’s online survey, Parent View. I also considered staff survey responses.
- The school’s safeguarding policies were scrutinised. I spoke with the designated safeguarding lead. Records of pre-employment suitability checks were also reviewed. To check the culture of safeguarding, I spoke with pupils and staff.

### **Inspection team**

Katerina Christodoulou, lead inspector

Seconded Inspector

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