

# Houndsfield Primary School

Ripon road, London, N9 7RE

**Inspection dates** 15–16 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards of work have been on a rising trend since the last inspection and are now in line with national averages in English and mathematics by the end of Year 6.
- Good teaching ensures that pupils make good progress and achieve well. Some teaching is outstanding. Most teachers set work that is pitched at the right level for different groups of pupils.
- Pupils with speech and language difficulties are supported exceptionally well and this enables them to make excellent progress.
- Behaviour is good and pupils are polite and helpful. They are typically thoughtful and focus well on their learning in lessons. Pupils say that they are happy and safe at school, and parents and carers agree.
- Pupils from a wide range of different backgrounds get on well with one another.
- Leaders and managers provide a strong and effective focus on raising the quality of teaching and achievement through careful monitoring. School leaders act quickly to provide extra help if any pupils start to show signs of falling behind.

### It is not yet an outstanding school because:

- Sometimes work in lessons does not fully challenge all pupils, and on occasion time within lessons is not used effectively.
- Pupils are not always given a clear enough picture of how they can improve their work.
- While governors have a good grasp of the quality of teaching and pupils' achievement through the reports they receive, they do not make enough use of opportunities to find out for themselves how well the school is doing.

## Information about this inspection

- Inspectors observed 34 lessons and a number of these were jointly seen with the headteacher. In addition, the inspection team made shorter visits to lessons to focus on specific aspects such as provision for pupils' spiritual, moral, social and cultural development.
- Members of the inspection team held meetings with two groups of pupils. They listened to some pupils read and discussed their reading with them.
- Discussions were held with the headteacher, the executive headteacher, other senior and middle leaders and a representative from the local authority. The lead inspector met with a small group of governors including the Chair of the Governing Body.
- Inspectors took account of 27 responses to the online questionnaire for parents and carers, Parent View, in informing the inspection findings.
- The inspection team looked closely at a range of documentation, including information on pupils' performance, the school's own analysis of its strengths and weaknesses, improvement plans, safeguarding and behaviour policies, and records and documents relating to the targets set for teachers to improve their work.

## Inspection team

Gulshanbir Kayembe, Lead inspector	Additional inspector
Cliff Walker	Additional inspector
Samuel Ofori Kyereh	Additional inspector
Gillian Bosschaert	Additional inspector

## Full report

### Information about this school

- The school is much larger than other primary schools. It has grown rapidly to accommodate pupils in the local authority area who have not been able to get a school place elsewhere. A new building has been added to the school to house the growing numbers. Some pupils are travelling some distance to attend Houndsfield.
- The number of pupils joining the school midway through their primary education is high.
- The very large majority of pupils are from a wide range of ethnic backgrounds other than White British, and a high proportion speak English as an additional language.
- More than half the pupils are supported by the pupil premium, which is extra government funding given to the school on the basis of the numbers known to be eligible for free school meals, in the care of the local authority or from service families. This is well above average.
- The proportion of pupils with special educational needs who are supported at school action is in line with the national average. The proportions at school action plus or with a statement of special educational needs are below average.
- The school manages a special resource unit for pupils with speech and language difficulties. The number on roll in the unit is 16 and pupils come from other local schools as well as Houndsfield.
- During the inspection, the resource unit was temporarily closed due to staff illness. Nonetheless, inspectors were able to see some specialist teaching of pupils from Houndsfield who attend the unit.
- The Early Years Foundation Stage includes a nursery which provides morning and afternoon sessions. About half the children in the school's Reception classes have attended its nursery.
- The school meets the government's targets for pupils' progress and attainment in English and mathematics.
- It is part of a two-school federation. The executive headteacher oversees both schools and the two schools have one governing body.
- The school has had a relatively high number of new teachers since its last inspection due partly to the expansion of the number on roll and partly to fill gaps because of experienced teachers leaving to take on more senior roles in other schools. Therefore, many teachers have been at the school for less than two years, some for less than one.

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

- Improve the quality of teaching to enable pupils to make even better progress by ensuring that:
  - all lessons challenge more-able pupils and others who have the potential to work at a higher level
  - in all lessons introductions are not overlong and changes from one activity to another are managed efficiently and without loss of time
  - teachers provide sufficient guidance to pupils on how they can improve their work and ensure that they respond to their comments.
- Improve the quality of governance by ensuring that members of the governing body make the best use of opportunities to visit the school more frequently and engage with staff in a systematic way, so that they can see for themselves how well the school is doing.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good and pupils from diverse backgrounds achieve equally well.
- Children begin the school with skills and knowledge at low levels for their ages and this is especially so in relation to early reading and writing skills. They make good progress across the Nursery and Reception classes. The quality of children's work has improved markedly since the last inspection and this is exemplified in the rapidly rising trend in results at the end of the Early Years Foundation Stage. In 2012, children attained standards of work that were broadly in line with national averages across all areas of learning.
- Pupils have been starting Key Stage 1 with increasingly better skills in early reading, writing and numeracy. While their standards of work at the end of Key Stage 1 are still below national averages, the gap is narrowing. At the end of Key Stage 2, that gap has now closed. Within this improving trend, pupils' performance at the higher levels at the end of Key Stage 2 is a relatively weaker area.
- Pupils learn to read well and teaching of letters and sounds (phonics) is effective in both the Early Years Foundation Stage and Key Stage 1 in helping them to build a foundation in literacy. Pupils performed broadly in line with expectations in the national phonics screening check in Year 1. By Year 6, pupils' effective reading skills support them well in their work across all subjects.
- The school has done a good job in raising standards so that they are now in line with the national averages by the end of Key Stage 2. Some teaching, however, does not always provide sufficient challenge for more-able pupils, and others who have the potential to achieve higher levels; in this respect the promotion of equality of opportunity is not wholly effective.
- Disabled pupils and those with special educational needs are supported well in lessons by experienced teaching assistants who are well briefed by teachers. Consequently their achievement is good. Teaching staff know and understand the difficulties these pupils encounter and tailor tasks and activities well to help them with their next steps in learning. Additional support through one-to-one tuition or sessions in small groups also help these pupils to move forward well in their learning.
- The special resource unit is highly effective and the achievement of pupils using the unit is outstanding; the small-group sessions for pupils with speech and language difficulties are outstandingly well managed so that these pupils make significant progress.
- Pupils eligible for support through the pupil premium funding achieve well because of the effective way in which the school uses it. A wide range of additional support is available and this includes a variety of catch-up classes as well as one-to-one sessions. Consequently, there is no gap in the attainment or achievement of pupils eligible for pupil premium funding, including those eligible for free school meals, and others.
- Pupils who are learning English as an additional language also make good progress. Those who are beginners learn to speak and understand English quickly. Accurate assessments of their levels of English language learning when they first start school mean the school provides work at the right level for newly arrived pupils.
- In most lessons, pupils develop new skills well and build knowledge and understanding in a step-by-step way, as a result of careful planning. Consequently, pupils develop good skills in literacy and numeracy as well as in other subjects. For example, they develop good understanding of how to read between the lines when working on fiction texts and have a secure grasp of the four rules of number in mathematics by the time they are in Year 6.
- Pupils benefit from the federation by being able to work with pupils in the partner school and also from the best practice in teaching and learning that is shared across both sites.

### The quality of teaching is good

- Teaching is good and some is outstanding, especially in Years 5 and 6. Teachers build good working relationships with their pupils and know how well they are doing. In their planning, teachers are consistent in setting out in clear and staged steps what they expect pupils to learn.
- The teaching of reading, writing, communication and numeracy is good across the school.
- In most of the teaching there is good use of questioning to help pupils to understand complex ideas and probe how well they have grasped key learning points. Sometimes, however, teachers do not ask questions that extend pupils' thinking enough, especially to enable more pupils to work at a higher level.
- Teachers make good use of teaching assistants to provide support to targeted pupils. Small groups taken by teaching assistants are well taught and given work that is set at just the right level so that it extends their learning and makes sure they keep up with the rest of the class. The teaching for pupils with speech and language difficulties is exceptional because pupils are actively involved throughout a lesson and adults speak accurately and correctly so that pupils follow their excellent example.
- The good working partnership between teachers and teaching assistants, such as the very effective two-way communication of how well different pupils are getting on, benefits pupils' learning immensely. Teaching assistants are also very effective in helping to settle in newly arrived pupils, especially those with special educational needs and those who speak English as an additional language.
- Interesting activities keep pupils engaged in their work and actively involved so that they are learning by doing. The school has been working on providing more speaking activities and some of the role-play work that pupils are producing is of high quality. Such opportunities for speaking and listening are having a good effect on helping pupils to articulate ideas before they begin writing and are of particular help to pupils who speak English as an additional language as it helps them to gain greater confidence in English.
- Sometimes, though, teachers talk for too long when introducing a lesson and this means that pupils have less time to practise new skills or develop their own ideas. Occasionally, when pupils move from one activity to another during the lesson, they lose valuable learning time because this is done too slowly. Both these factors slow the momentum of pupils' learning.
- Teachers are good at checking how well pupils are doing and in making sure they understand what they have to do before they go off to complete an activity. Teachers also mark pupils' work regularly and diligently. However, on occasion written comments are not sufficiently clear on how pupils can improve their work, and teachers do not always ensure that pupils respond to the suggestions they make when marking their books.
- In the Early Years Foundation Stage, children have good quality practical activities and they become quickly involved in these. Children who begin with little or no English benefit from this practical approach. Children have lots of opportunities for learning about number and developing early writing skills, for example, marking out letters in large trays of glitter.

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

- Pupils typically behave well in and around school and in lessons, and behaviour records confirm this. They are polite in the way they address visitors and always ready to help others. All parents and carers responding on Parent View agree that their children are happy at school.
- The school has worked hard on raising attendance and this is now in line with the national average. While most pupils attend regularly, some of the difficulties for the school have been the large distances some pupils travel to get to school and which, therefore, have a detrimental impact on their attendance and punctuality.
- Pupils from different ethnic, religious, linguistic and social backgrounds get on well together. The school is very effective in fostering good relationships and tackling any discrimination. It is a cohesive community where pupils demonstrate respect for one another.
- Pupils who join the school midway through their primary education are welcomed by others and integrate so well into the school that it is impossible to tell who they are, and they make as

much progress as their peers. In lessons, pupils work together well and are very supportive of one another. This is the case with even the youngest children in the Nursery.

- Pupils know how to keep themselves safe and are taught about internet safety, for example, as well as road safety. They say they feel safe and this reflects the school's efforts in making the school a secure and safe place to be. Pupils understand what bullying is, including different types, and are confident that the school will deal with any, saying that the school 'will come down on you like a brick', should it occur.
- The school has some challenging pupils but manages them well so that lessons are rarely disrupted. Very occasionally the pace of learning slows while a behaviour issue is being dealt with. Pupils know the school's expectations of behaviour and respond well to rewards and positive praise. In the main, they want to do well and are keen to learn.

## **The leadership and management** are good

- School leaders provide a clear direction for development and the high expectations of staff and pupils are conveyed consistently by the executive headteacher and other school leaders.
- The headteacher provides good leadership and has established effective teamwork among staff. There is a good focus on developing relationships with parents and carers and this work is both well resourced and tailored for different groups of parents and carers so that it has the maximum impact on helping pupils; for example, focused work with Turkish families to help them to support their children's learning, and work with families who live some distance from the school to help their children to maintain good attendance.
- The robust mechanisms for checking the progress of different groups of pupils and providing extra support for any at the risk of underachieving are helping to raise attainment and ensuring good progress for all groups of pupils. The pupil premium funding is carefully used to maximise its impact on pupils' academic development and to ensure that all have good access to learning.
- Individual teachers' performance is managed well and training and support well used to help all to improve their teaching. Teachers are held to account for the progress of the pupils in their classes. The work of other staff is also checked and supported; teaching assistants are well trained and qualified, for example. There has been good improvement in the quality of teaching overall since the last inspection.
- The school has a very accurate picture of how well it is doing and what areas of its work need to improve, including the few remaining weaknesses in some of the teaching. It has successfully addressed the issues from the last inspection and substantially improved the outcomes for pupils and is well placed to continue to improve further.
- It is a credit to the school leadership that the growth of the school and high numbers of new staff and pupils have been managed without the school's performance slipping. Indeed, academic outcomes have continued to rise despite these major changes.
- The local authority provides light touch support for this good school. The school makes good use of courses provided by the local authority.
- Houndsfield benefits from the close working relationship it has with its partner school, including sharing good practice, training together and sharing staff, such as the coordinator of the Early Years Foundation Stage.
- A wide range of subjects is taught across the school to support pupils' learning. This includes philosophy in Key Stage 2. The main day-to-day work is supported well by after-school and out-of-school activities as well as visits and visitors to the school. These also contribute positively to pupils' good spiritual, moral, social and cultural development.
- **The governance of the school:**  
Governors receive good quality information from the school and this enables them to carry out their oversight roles effectively and to have a clear idea of the school's priorities. At meetings they ask challenging and searching questions. Governors have undertaken training on how to interpret data; they receive clear presentations of the school's ongoing data and are well informed about pupils' progress as well as the quality of teaching. They have a secure grasp of

the impact of the pupil premium funding and that pupils for whom this is intended are achieving well. They ensure that finances are well managed. Governors also ensure that safeguarding and other legal requirements are met and manage the headteacher's performance effectively. They are well informed about the link between pay and performance. However, the governing body relies on information from the school and members do not make enough of the potential opportunities to seek out more first-hand information, for example, by visiting the school to meet specific members of staff to discuss their work.

## 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

<b>Unique reference number</b>	102011
<b>Local authority</b>	Enfield
<b>Inspection number</b>	400522

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Green
<b>Headteacher</b>	Emma Laikin
<b>Date of previous school inspection</b>	3–4 December 2009
<b>Telephone number</b>	020 8805 3406
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