

# Hungerford Primary School and Children's Centre

## Inspection report

<b>Unique reference number</b>	100435
<b>Local authority</b>	Islington
<b>Inspection number</b>	376397
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Martin Beale

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>	474
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Edwards
<b>Headteacher</b>	Brian Bench
<b>Date of previous school inspection</b>	18–19 March 2009
<b>School address</b>	Hungerford Road York Way London N7 9LF
<b>Telephone number</b>	020 7607 4187
<b>Fax number</b>	020 7609 4941
<b>Email address</b>	admin@hungerfordsgcc.org.uk

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## Introduction

Inspection team

Martin Beale	Additional inspector
Jeanie Underwood	Additional inspector
Tony Byrne	Additional inspector

This inspection was carried out with two days' notice. Over 13 hours were spent observing parts of 24 lessons taught by 15 members of staff, holding discussions with pupils about their learning and hearing pupils read. Inspectors held meetings with staff and members of the governing body including the Chair. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and scrutinised pupils' books, assessment data and case studies of specific pupils. They also looked at evidence of the school's self-evaluation and improvement planning. The inspection team analysed 83 responses to the questionnaire returned by parents and carers.

## Information about the school

The school is much larger than average. The majority of pupils are known to be eligible for free school meals, which represents a considerable increase in the last three years. Three quarters of the pupils are from minority ethnic backgrounds and over half speak English as an additional language. The proportion of disabled pupils and those with special educational needs is above average. Their specific needs are varied but include speech, language and communication needs as well as pupils with behavioural, emotional and social difficulties and pupils with Autistic Spectrum Disorder. More pupils than in other primary schools join or leave other than at the usual times. Children in the Early Years Foundation Stage are taught in the school's Nursery and two Reception classes. The school has recently received the Food for Life Silver award and Flagship status and achieved Enhanced Healthy Schools status. The school meets the government floor standard, which sets the minimum expectations for attainment and progress.

The children's centre is an integrated part of the provision and operates as a single campus combining three sites. It is inspected separately and was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has developed some outstanding features such as the close attention paid to pupils who experience difficulties with their learning or language development and the highly productive partnership with parents and carers. The school is not outstanding overall because early reading skills only develop at a satisfactory rate by the end of Year 2 and although teaching is good it is not consistently so.
- Attainment is average and rising because pupils make good progress during their time at the school from a low baseline on entry. Disabled pupils and those with special educational needs make excellent progress.
- Most lessons move learning forward at a fast pace. Teachers provide a range of well-chosen activities that interest the pupils so that they are absorbed in their learning. The additional adults, including parental volunteers, generally make a significant contribution to the learning of groups and individuals. However, there are some inconsistencies, particularly when teachers talk for too long and miss opportunities to engage pupils in discussion and extend the more-able pupils.
- The pupils' good behaviour, their consideration and respect for others and their ability to work as part of a team help to generate a harmonious and purposeful environment for their development. They work and play happily together, and help newcomers settle in quickly and make new friends.
- Strong leadership from the headteacher and his senior team has moved the school forward and developed a united and cohesive staff team. There is a continuous drive to improve teaching with teachers working closely together to share expertise and learn from each other.

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

- Increase the proportion of good and better teaching by:

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- ensuring that teachers provide a consistent level of challenge for the more able
  - developing teachers' skills so that they engage pupils more in talk and discussion.
- Increase the rate of progress made by pupils in the development of their early reading skills by:
- organising groups so that they include pupils of similar attainment levels
  - ensuring that support staff are deployed to maximise learning throughout each lesson.

## Main report

### Achievement of pupils

Inspection evidence confirms the strongly expressed views of parents and carers that their children make good progress. Year 6 test results have been following a rising trend and were broadly average in 2011. More pupils than nationally reached Level 4+ in both English and mathematics giving them a secure platform for secondary school, although the proportion at the higher level was slightly below average.

Children make good progress in the Nursery and Reception from low skill levels on entry and often speaking limited or no English. They thrive in an interesting environment and as they become independent learners, they explore their own lines of enquiry. The continual focus by all adults on language development here and throughout the school enables those at an early stage of speaking English to develop confidence. Once these pupils become fluent their progress in other areas accelerates so that their attainment is similar to that of other pupils by the end of Year 6.

Pupils enjoy their learning particularly when they are engaged in practical activities or when discussing their ideas with each other. They learn new skills at a good pace and deepen their understanding by having the opportunity to apply their skills in practical situations, through solving problems and undertaking investigations particularly in mathematics at Key Stage 2. Typical of this was a Year 6 mathematics lesson following a visit to the Olympic Park. The pupils used their understanding of angles and shapes to make their own models of the main stadium. Disabled pupils and those with special educational needs make particularly good progress because of excellent levels of personalised support.

Attainment in reading by the end of Year 2 is below average and pupils are about six months behind national expectations on average, although this represents satisfactory progress from their starting points. Progress in reading accelerates at Key Stage 2 through sessions that encourage them to focus on the works of different authors. Pupils enjoy reading and attainment is broadly average by the end of Year 6. Although the attainment of boys in writing is lower than that of girls the gap is starting to close. By making contexts more interesting, boys are becoming more

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engaged in their writing although teachers are seeking further opportunities to develop skills more effectively across subjects.

## **Quality of teaching**

Parents and carers are accurate in their view that teaching is good. The teaching in a very effective Year 6 English lesson, where the pupils created evocative descriptions based on 'The Butterfly Lion', typified many of the characteristics of the school's teaching. A wide range of interesting activities stimulated the pupils' imaginations, from the starter activity looking at metaphors to using thesauruses to look for synonyms of verbs they brainstormed to describe the actions of a lion. High expectations, skilled questioning and very productive group discussions drove learning forward at a rapid pace. These features are not always seen consistently. In a few lessons teachers talk too much, miss opportunities for pupils to discuss their ideas and do not fully engage the pupils in their learning.

The good teaching in the Nursery and Reception classes is based on the regular assessment of the children so that activities provided meet their needs and interests. Speaking is constantly promoted and adults probe with skill through their questions to move learning forward. The teaching of early reading skills and the sounds letters make is not as effective and is satisfactory. Sessions led by adults exploring letters and sounds are lively and interesting but do not utilise all adults effectively. This is also evident at Key Stage 1, where teaching is to whole classes rather than being pitched carefully at the next steps in each child's learning and other adults do not contribute sufficiently to developing fluency in reading.

Teachers promote the pupils' spiritual, moral, social and cultural development well by promoting team work through collaboration on tasks and in discussion, and encouraging them to be creative and to use their imaginations when responding to literature, art and music. They also help them to identify right from wrong as when Year 4 pupils were presented with a moral dilemma about 'The Balaclava' for them to consider in their writing.

Teachers adapt the curriculum well to support the learning of disabled pupils and those with special educational needs. Individually tailored programmes, either light touch or more intensive, are carefully targeted through the early assessment of specific needs. When deployed and briefed carefully, other adults move learning forward well through their skilled support. However, the more-able pupils are not always as effectively challenged in lessons, particularly when they spend time listening to explanations of skills they have already securely mastered.

## **Behaviour and safety of pupils**

Records of incidents and the views of parents and carers as well as their children confirm that the good behaviour observed during the inspection is typical for the

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school. Classroom rules, drawn up in consultation with pupils, are complied with impeccably almost all of the time. Adults implement the school's procedures firmly and consistently, so that pupils feel they are treated fairly. Pupils have positive attitudes to learning, although some can lose concentration if their teachers do not engage their attention during lessons. They are cooperative at work, play well together and conduct themselves well around the school. They take great pride in carrying out their responsibilities and make a significant contribution as 'buddies' helping newcomers to settle in quickly.

The very few instances of bullying such as name-calling are dealt with swiftly and the perpetrator helped to understand why their use of language might be hurtful. Racist incidents are rare and pupils of all backgrounds work and play happily together. Pupils say how safe they feel in school, and are not worried in any way as they can rely on adult support at all times. They play with consideration for others in the playground, understand how to stay safe when using the internet and have won prizes in firework safety competitions.

Attendance has risen to above average. Attendance and punctuality are pursued assiduously by the school. Pupils have no doubts about the importance of attendance and punctuality, valuing both and recognising their importance now and in their future lives.

### **Leadership and management**

The school's good capacity for further improvement is built on the headteacher's clear vision, a strong and cohesive leadership team and challenge from a well-informed governing body. As a result, attainment is rising, attendance and behaviour have improved, provision in the Early Years Foundation Stage is more effective and stronger links have been forged with all parts of the children's centre. The rigorous monitoring of teachers' performance is enabling the leadership team to have a clear picture of their strengths and where improvements are needed. There is a positive climate in which teachers are not afraid to seek support and guidance if they feel it is needed. Personalised training such as observing good practice by working alongside experts has enabled new teachers to become effective quickly and helped maintain a good quality of teaching.

The curriculum promotes the pupils' spiritual, moral, social and cultural development well through art, dance and music. The pupils' experiences are supplemented by trips and many other activities that extend horizons and opportunities. The harmonious atmosphere is a testament to the school's success in tackling discrimination and promoting an understanding and respect of other customs and cultures, including through close links with a school in South Africa. Equality is promoted very effectively through the 'team around the child' approach, which sharply focuses on breaking down barriers to learning for individual pupils and on tackling any gaps in the achievement of different groups. As a result, any gaps are either specific to a cohort or, in the case of boys in writing, closing rapidly.

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The engagement with parents and carers is one of the school's key strengths, and builds on seamlessly from links originated in the children's centre. Several parents and carers volunteer either to work in class or take assemblies, sharing their interests and expertise with the pupils. Parents and carers greatly value the regular workshops that enable them to support better their children's learning at home. Safeguarding arrangements meet requirements and reflect the confidence of parents and carers that the school takes great care of their children.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 March 2012

Dear Pupils

**Inspection of Hungerford Primary School and Children's Centre, London, N7 9LF**

Thank you for the warm welcome you gave the inspection team when we visited your school recently and to the Year 6 pupils who kindly showed us around. We were impressed with how hard you work and your pride in the part you play in school life. We were particularly impressed by your clear and confident answers to our questions. We have judged that yours is a good school because the headteacher, staff and governors try hard to help you all achieve of your very best. These are the things we liked most.

- We agree with you that you are taught well. Teachers make lessons interesting and help you to make good progress.
- Members of staff take very good care of you, make sure you are kept safe and teach you how to keep yourselves safe and deal with any risks you might face.
- Your positive attitudes to learning and good behaviour contribute significantly to your good progress.
- The school works closely in partnership with others to support your learning and has formed strong links with your parents and carers.
- Those of you who find learning difficult or are new to speaking English are supported well so that you make similar good progress as others.

We have asked the school to improve learning further by ensuring that teachers use questions to make you think more deeply and pitch their lessons more closely at the next steps in your learning. We have also asked for more attention to be paid to developing the reading skills of the younger pupils.

You can play your part in helping the school to get even better by continuing to work hard and improving your attendance levels even further.

Yours sincerely

Martin Beale  
Lead inspector

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