

Hungerford Primary School and Children's Centre

Hungerford Road, Islington, London N7 9LF

Inspection dates

29 November–2 December 2016, 1 March 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Since the previous inspection, senior leaders, including governors, have not taken effective action to prevent the decline in pupils' achievement.
- Governors do not hold leaders to account for pupils' achievement. They have been too accepting of information given to them by leaders. Governors' evaluation of the school's work is not informed by careful analysis.
- The curriculum is too narrow and does not cover all subjects in sufficient depth.
- The school's self-assessment of its work is inaccurate. Some policies were out of date and the website did not meet requirements at the start of the inspection. Additional funding to support pupils' learning and development is not evaluated and analysed adequately.
- The proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of key stage 2 is too low.
- Most pupils make slow progress. Those of middle ability made poor progress in reading by the end of key stage 2 in 2016. Disadvantaged pupils of middle ability also made weak progress in mathematics.
- The proportions of pupils reaching the expected standard in phonics by the end of Year 1, and a good level of development by the end of Reception, have been below average for three years.
- The quality of teaching and support for learning is inadequate. Teachers do not consistently deliver lessons which meet the needs of pupils.
- Pupils' inappropriate behaviour sometimes disrupts learning.
- Despite the school's attempts to reduce persistent absence, it remains high.
- The most able pupils make better progress than their peers despite the lack of consistent challenge.

The school has the following strengths

- Pupils in key stage 1 reached above average standards in the 2016 national tests in reading, writing and mathematics.
- Children respond well to the attractive learning environment provided in the early years foundation stage.
- Most pupils attend regularly and are keen to learn.
- Pupils' welfare is promoted through the range of clubs, and opportunities for them to take on responsibility.
- Safeguarding is effective.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Carry out a thorough review of leadership and management across the school to ensure that:
 - all leaders are fully equipped with the necessary experience to bring about rapid improvement in the school's work
 - the school's vision for improvement is well planned and conveyed to staff
 - the curriculum is well organised and covers all subjects in the national curriculum
 - leaders consistently monitor, evaluate and report on the spending and impact of the pupil premium and the physical education and sports funding.
- Develop teaching, learning and the use of assessment so that all teachers meet the government's teachers' standards, and ensure that pupils in all year groups make at least good progress in reading, writing and mathematics.
- Improve the attendance of those pupils with high rates of persistent absence.
- Improve the quality of provision in the early years foundation stage by:
 - using assessment information carefully to match activities to children's needs
 - providing children with regular and planned opportunities to develop their reading, writing and language skills
 - providing children with challenging self-selected activities that stimulate and develop their thinking.

An external review of governance is recommended to assess how this aspect of leadership and management can be improved.

An external review of the pupil premium funding is recommended.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers, including governors, have not provided the drive needed to develop the school's ethos and vision since the previous inspection. As a result, the standard of education has declined and outcomes are inadequate.
- Senior leaders have not demonstrated that they have the capacity to improve the school. Their evaluation of the school's effectiveness as 'good' is inaccurate. Management plans, described as 'annotated working documents', lack robust evaluation and timelines. Plans do not include clear lines of action or interim milestones to assess proposed actions and next steps. Leaders are rightly disappointed with the 2016 outcomes, but their resulting plans and practices do not promote a culture of improvement.
- The leadership and management of teaching are ineffective. Teachers are prepared to work, attend training, develop and observe good practice elsewhere. However, leaders do not work cohesively to develop good-quality teaching and learning. Consequently, practice across year groups is uneven. Although senior leaders check and appraise teachers' work, there is not a comprehensive and critical approach to evaluating teaching and learning.
- Leaders and governors have not evaluated outcomes in detail, or analysed the impact of strategies funded by the pupil premium. Strategies funded by the pupil premium have not led to improving outcomes for disadvantaged pupils. Leaders consider outcomes by different groups but this has not ensured that all groups of pupils achieve well. Similarly, leaders have not evaluated the physical education and sports funding to identify the benefits pupils derive from receiving coaching and taking part in a range of sporting activities.
- Teachers have low expectations of what pupils who have special educational needs and/or disabilities can achieve. The leadership and management of this provision is weak. Leaders have not evaluated the impact of how the funding for these pupils is spent.
- The timetabled curriculum for each year group lacks depth and breadth. While English and mathematics are planned for, the teaching of other subjects is haphazard and undeveloped. The new primary curriculum has not been evaluated to ensure that there is sufficient depth. Leaders have not developed a clear approach to monitoring the curriculum.
- Leaders nurture pupils' spiritual, moral, social and cultural development through, for example, assemblies, circle time, and the healthy schools programme. The school promotes British values, which are integrated in the school's ethos. However, discussions with pupils showed that some pupils are not familiar with the concepts of democracy, British institutions and tolerance. The school welcomes pupils and families from many backgrounds and parents spoken to appreciate the new start for their children.
- Recently appointed newly qualified teachers welcome the support from their partner teachers and the opportunity to attend training in the local authority. The school provides an internal and formal induction programme for them.

Governance of the school

- Governance is not effective. Governors do not have a clear and accurate understanding of the school's work.
- Since the last inspection, governors have not made a valuable contribution to the school's development. They have readily accepted senior leaders' information about the school's work without any challenge or evaluation.
- Governors do not approach their work with the thoroughness required to ensure that all pupils are achieving well. They are not knowledgeable about the performance of different groups of pupils, in particular those with differing abilities and pupils eligible for the pupil premium funding. Governors have a general idea that groups are not all performing well, but have a limited understanding of the published information on outcomes. As a result, they have failed to hold leaders to account for pupils' achievement.
- At the start of the inspection, governors were not aware of the most recent guidance about keeping children safe in education. They had not been persistent enough in ensuring that national safeguarding matters were addressed and known to the staff. They took action to tackle these weaknesses and, by the time the inspection was concluded, up-to-date documentation was in place.

Safeguarding

- The arrangements for safeguarding are effective. The school ensures that all necessary pre-employment checks are carried out on members of staff.
- At the start of the inspection, the school's safeguarding policy was not relevant or up to date. This policy did not include the national priorities for keeping children safe. For example, there was no information on extremism and radicalisation, female genital mutilation and child sexual exploitation. The school took steps to change the policy and by the end of the inspection, the requirements in the statutory guidance 'Keeping children safe in education, September 2016' were met.
- Training records show that staff have had some safeguarding training. In January 2017 all staff received updated guidance. They know how to spot signs of abuse and report any concerns.
- The school works well with external agencies to support pupils needing help. Leaders have recently improved their recording systems to make sure that records are up to date and complete.

Quality of teaching, learning and assessment

Inadequate

- Since the previous inspection, the standard of teaching, learning and assessment has declined. Despite the decline in pupils' achievement, leaders have been slow to address the weaknesses that have led to low outcomes and poor teaching.
- The school's systems for assessing and tracking pupils' attainment and progress lack rigour. Teachers do not use the information they have to ensure that pupils are able to

make the best possible progress. The most able pupils say that the work is too easy. They told inspectors that 'even the most challenging tasks are still too easy'.

- Pupils do not have opportunities to grapple with complex work because expectations are too often low. For example, pupils in key stage 2 are not set age-related targets that will deepen their thinking. As a result, pupils tend to select easy or medium tasks before they move on to a more challenging piece of work. The school's new approach to developing pupils' ability to challenge themselves is not having the desired impact to accelerate pupils' progress throughout key stage 2.
- Teachers do not consistently ensure that pupils understand what is required of them, and there are times when pupils flounder. For example, scrutiny of pupils' books showed gaps and unfinished work across both key stages. When the inspectors asked pupils about incomplete work, Year 2 pupils said that they did not understand the questions.
- The support that teaching and learning assistants provide for pupils who have special educational needs and/or disabilities is not consistently good. Support staff do not typically facilitate good learning; there are times when they are passive and fail to encourage pupils to understand the skills being taught. Occasionally, they speak to pupils negatively and this demotivates pupils.
- Presentation of work is untidy; there is insufficient emphasis on developing pupils' handwriting and presentation skills. Some teachers do not model good practice to pupils with regard to neat presentation and handwriting.
- In spite of the many weaknesses in teaching, there is evidence that some teaching meets the needs of pupils well. Where teachers use assessment well, such as in Year 4, they constantly check pupils' understanding and progressively challenge and question pupils to explain and apply the taught skills. Support is of good quality and expectations are suitably high as teachers consolidate learning. Teachers and support staff deal with misconceptions quickly and pupils apply themselves well to their work.
- Across both key stages, teachers have increased the focus on developing reading skills, but the work set is not consistently challenging. Strong readers read fluently and with understanding, but not all pupils use decoding skills to pronounce unknown words. Pupils who find reading difficult require further reading strategies and more support in school. The school does not promote reading and the use of reading records well.
- In literacy, extended writing is undeveloped across the key stages. In mathematics, low expectations of what pupils can achieve hamper the progress that all groups make. The school has identified specific weaknesses in reading and mathematics that affected outcomes in the key stage 2 tests. However, work completed since the start of the academic year is still not demanding enough. Inspectors' scrutiny of books showed that teachers do not focus on developing pupils' language skills to help them interpret questions accurately.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- In spite of the school's use of a range of teaching activities to foster pupils' personal development, records of serious and inappropriate behaviours confirm that pupils are not

always aware of the potential consequences of their behaviour. Nevertheless, pupils say they feel safe in their school and can turn to an adult if they need to talk to someone.

- Pupils enjoy the status they have as 'buddies', while those on the school council are confident about their role as form representatives. They have some other responsibilities, such as classroom and register monitors, prefects in Year 6 and e-safety team members.
- Pupils' personal development is supported by their participation in a range of clubs, in particular the sporting activities and breakfast club, which they enjoy attending.
- Attendance was below average last academic year. It has improved slightly since the start of the current school year, but remains below average. The school works closely with various services and uses a range of strategies to encourage regular attendance. However, the persistent absence and punctuality of a few pupils remains a challenge for the school. Despite its efforts, the school has not managed to overcome the barriers to good attendance for these pupils.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils behave much better in lessons than they do when they are in the playground.
- While most pupils play together well, a small minority told inspectors that they have not always felt safe on the playground. This is because there was a lot of rough play and play-fighting at break and lunchtime, which was insufficiently supervised. Parents who spoke with the inspectors shared pupils' views. Very recently, leaders have taken action to improve matters. More staff are on duty and are highly visible. Pupils told inspectors that this is now the norm, and playtimes have improved.
- In lessons, most pupils respond well to their teacher and observe established routines. Lessons are, however, not always free from what pupils described as 'bad behaviour', which disrupts teaching and learning. The majority of pupils want to learn. They dislike it when their peers behave disrespectfully to teachers, and use inappropriate language. Pupils wish to have firm boundaries in place so that behaviour and learning can improve. Inspectors agree with pupils.

Outcomes for pupils

Inadequate

- In 2016, the proportion of pupils reaching a good level of development by the end of Reception was below the national average for the third consecutive year. The proportion of Year 1 pupils reaching the expected standard in phonics has remained low for three years, and in 2016 was well below average. By the end of Year 2, however, most pupils reach this standard.
- Around a third of pupils reached the new expected standard in reading, writing and mathematics at the end of Year 6 in 2016. This is well below the national average of over a half. The proportion of pupils who made expected progress in reading by the end of Year 6 in 2016 was significantly below average.
- Disadvantaged pupils in 2016 did not make enough progress in reading or mathematics by the end of Year 6.

- Results were stronger for writing, with the proportion of pupils making expected progress significantly above average.
- Pupils' books show that those currently in the school are making poor progress.
- A high proportion of pupils are identified as having special educational needs and/or disabilities. They do not make sufficient progress, particularly in reading.
- Middle-ability pupils do less well than others of similar ability nationally in reading. Disadvantaged pupils of middle ability do less well in reading and mathematics.
- Most-able pupils, including those who are disadvantaged, fare better and make broadly average progress.
- In key stage 1, however, outcomes are stronger. Pupils performed well and made good progress in the 2016 national tests in reading, writing and mathematics. The proportion reaching the new expected standard by the end of Year 2 was above average in reading, writing and mathematics.

Early years provision

Requires improvement

- Children are keen to learn and respond well to being in the stimulating environment both indoors and outdoors. However, standards achieved remain below national expectations even though they have improved in recent years. As a result, children are not well prepared for the next stage of their learning when they enter key stage 1.
- The school recognises the need to develop children's communication, language and literacy skills, particularly for children at an early stage of learning English. Additional support has started to develop children's understanding of the English language.
- Children's low development on entry has led to senior leaders seeking to broaden their social experiences through organised trips to various places of interest.
- The quality of teaching and learning requires further work because good practice is not developed. Staff plan a suitable range of activities to develop children's interests and stimulate their thinking. For example, a well-led garden activity enabled children to use complex vocabulary during the question and answer session on planting bulbs and preparing compost.
- Profile books of children's learning indicate that there is appropriate coverage of all areas of learning. However, expectations for children are very basic. Staff do not provide enough challenge for the most able children, who tend to avoid doing numeracy and literacy activities. Too often, pupils of different abilities in Nursery and Reception are given the same activities.
- Children's work since the start of the academic year shows that there is not enough emphasis on developing writing. Inspectors observed children trying to write and read, but language development is limited because teachers ask questions without encouraging children to explain themselves clearly.
- Children begin to make sound progress in developing phonics skills, but they have few opportunities to engage in writing activities and to read aloud sentences they have written. The additional funding for disadvantaged children is used to develop phonics and prepare them for Year 1, but the impact on developing their language skills has not been achieved.
- Parents make a sound contribution to their children's assessment and staff work with

them on 'settling reviews' to set basic targets for their children.

- The early years leader has a clear understanding of her role and of the provision and what needs to improve for children to make better progress. There is now a sharper focus on improving standards to diminish the difference in achievement between groups of children.
- Children play and get on well together. Leaders ensure that staff are appropriately trained to keep children safe.

School details

Unique reference number	100435
Local authority	Islington
Inspection number	10000977

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Barry Edwards
Headteacher	Brian Bench
Telephone number	020 7607 4187
Website	www.hungerfordschool.com
Email address	admin@hungerfordsc.org.uk
Date of previous inspection	7–8 March 2012

Information about this school

- The school is much larger than the average primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is well above average, but the proportion who have a statement of special educational needs or an education, health and care plan is average.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is well above the national average.
- The school provides full-time provision for 46 children of nursery age, and 31 children attend part time across the three nurseries.
- The school runs a breakfast club and after-school clubs.
- At the start of the inspection, the school did not meet requirements on the publication of information on its website about safeguarding, recent examination results, the pupil premium grant and the physical education and sport premium funding. By the time the

inspection had concluded, these omissions had been rectified.

- The school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed a range of learning activities, including 16 part lessons, of which six observations were carried out jointly with senior leaders. The inspectors also made a number of short visits to lessons throughout the inspection.
- Meetings were held with: the headteacher and other senior leaders, including the designated safeguarding lead; newly qualified teachers; support staff; the chair of the governing body; and a representative from the local authority. A telephone conversation was held with the school improvement adviser.
- On the first day of the inspection, the lead inspector held several discussions with a few staff to ascertain their understanding about safeguarding.
- Discussions were held with two groups of pupils, and the inspectors listened to three groups of pupils read.
- Inspectors took into consideration the 13 responses to the online questionnaire, Parent View, and free text responses received during the inspection. The inspection team also met with parents when they were dropping off their children at school.
- The inspection team observed the school's work and scrutinised a number of documents, including: the school's self-evaluation and development plan; records of data on pupil's performance; and records relating to behaviour, attendance and safeguarding. Inspectors also analysed minutes of governors' meetings, monitoring records of the school's work to assess the school's effectiveness, and pupils' work from the previous academic year to the current time.
- The inspection, planned for one day, was converted to a full section 5 inspection. This inspection was conducted over an additional two days with a full inspection team in order to collect additional evidence on the school's work. The children's centre, which the school manages, was not included in the inspection.
- Two of Her Majesty's Inspectors visited the school on 1 March 2017 to complete the inspection. They scrutinised information about pupils' progress and visited lessons. They looked at pupils' work in a range of different subjects, including English and mathematics. They met with leaders and a group of staff. They also observed pupils in the playground and spoke to them informally about their experiences at school. In addition, they scrutinised documentation about safeguarding and spoke to leaders, staff and pupils about this aspect of the school's work. The lead inspector held a telephone conversation with a representative of the local authority.

Inspection team

Carmen Rodney, lead inspector	Her Majesty's Inspector
Janice Howkins	Ofsted Inspector
Gulcan Asdoyuran	Ofsted Inspector
Beverley Perin, lead inspector	Ofsted Inspector
Gaynor Roberts, lead inspector	Her Majesty's Inspector
Mike Sheridan	Her Majesty's Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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