

Inspection of Houndsfield Primary School

Ripon Road, Edmonton, London N9 7RE

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at Houndsfield Primary school feel happy and are kept safe. This is because they trust their teachers and learn to respect one another. Pupils understand and embody the school rules and values. Behaviour around the school is calm and purposeful. Staff expect, recognise and reward positive behaviour, such as being kind.

Staff have high expectations for pupils' learning. Pupils work hard as it is expected of them. A love of reading exists across the school. Pupils benefit from regular opportunities to read with adults. They are also encouraged to read regularly with their parents and carers at home. Pupils produce work of good quality in different subjects and are well prepared for the next stage of their education.

Pupils access a range of enriching activities and cultural experiences. For example, pupils visit different places of worship, museums and art galleries. They enjoy singing assemblies and learn musical instruments, such as the ukulele and drums. They learn to keep themselves safe and healthy through a carefully thought-through programme of activities, visits and workshops.

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

Leaders have ensured that there is an ambitious and well-structured curriculum that aligns with what is expected nationally. For each subject, the building blocks of knowledge, skills and vocabulary that pupils need to secure have been identified. Pupils practise and embed their understanding and are well prepared for more complex learning later. For example, in computing, children in Reception learn positional and directional language. This is built on in key stage 1, when pupils begin to use programmable toys. Older pupils further develop their knowledge to create algorithms when coding. Similarly, in music, children in Reception learn how to use symbols to represent musical notes. Pupils build on this knowledge in key stage 1 when learning to use basic 'stick' notation. This prepares pupils well for the more complex tablature notation used when playing instruments in key stage 2.

Teachers typically check carefully what pupils have learned. Errors and misconceptions are identified and addressed. As a result, pupils are well supported to know and remember more.

Leaders prioritise developing pupils' language. The subject-specific vocabulary that pupils need to secure is identified across the curriculum. Pupils are introduced to the words they need to learn and practise, using them when both speaking and writing. However, this is not consistent. Some teaching does not give sufficient opportunity for pupils to develop their language and vocabulary use. This means that some pupils do not develop as deep an understanding in different subjects.

Leaders have ensured that there are robust and rigorous systems in place to identify pupils with special educational needs and/or disabilities (SEND). Individual plans are

carefully constructed and contain useful strategies and techniques to help pupils. Leaders communicate and review these plans with teachers. Consequently, many pupils with SEND are successful because suitable adaptations allow them to access the same curriculum as their peers. However, there are some occasions when the implementation of support strategies is not as effective. This is because some staff lack confidence in how to adapt learning activities to meet pupils' different needs. Consequently, some pupils with SEND are not fully securing knowledge that they need for the more complex learning later.

Reading has been prioritised by leaders. They ensure that well-trained staff deliver the agreed phonics programme with precision. Pupils practise reading using books that are well matched to the sounds they have learned. Leaders check pupils' reading. They quickly identify any pupils who are falling behind and provide well-targeted support to help them to catch up quickly.

Pupils consistently behave well around the school and in lessons. They are respectful and friendly to one another, their teachers and visitors. Planning and provision for pupils' wider personal development are exceptional. The curriculum has been well designed to help pupils to understand important ideas, such as democracy. All pupils have opportunities to develop their talents and interests in activities such as archery, dance and tag rugby. The curriculum is further enriched with a programme of visits and visitors. For example, pupils take part in bakery sessions, workshops with the police and visits from local authors.

Those responsible for governance understand their statutory duties. They have established effective systems to support and challenge leaders and hold them to account for school improvement. Staff are proud to work at Houndsfield and feel that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are organised and systematic in their approach to safeguarding. They ensure that all staff are highly trained to recognise the signs that may indicate pupils are at risk of harm. Staff understand how to report any concerns that may arise. Leaders follow these up rigorously, working effectively with local partners. This helps pupils and their families receive the support that they need. Pre-employment checks are thorough and compliant.

The curriculum is designed to help pupils know about how to keep themselves safe in the community and online. This includes maintaining their mental and physical health and the importance of respecting different people, relationships and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Adaptations for some pupils with SEND are not consistently well implemented. As a result, these pupils are not as well supported as they could be to deepen their understanding in different subjects. Leaders should ensure that teachers and support staff are appropriately trained and supported to make appropriate adaptations and ensure that pupils with SEND consistently receive the help they need to learn and remember more.
- While some teachers develop pupils' language with precision, this is not consistent. This means some pupils do not develop as deep an understanding in different subjects. Leaders should ensure that teachers provide sufficient opportunity for pupils to learn, practise and apply the subject-specific vocabulary that has been identified in each subject.

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 information from Ofsted Parent View 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.

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

Unique reference number	146728
Local authority	Enfield
Inspection number	10267773
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	503
Appropriate authority	Board of trustees
Chair of trust	Pat Wood
Headteacher	Robert Jenkin
Website	https://houndsfieldprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Houndsfield Primary School opened as part of Attigo Academy Trust in February 2019.
- The school does not currently use any alternative provision.
- There is a provision for two-year-olds.
- There is a part-time provision for 14 pupils with speech and language difficulties on site funded by the local authority. This offers places to pupils across the local authority, including pupils at Houndsfield Primary School.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: early reading, mathematics, geography, computing and music. To do this, they met with subject

leaders, visited lessons, had discussions with staff and pupils, and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and their priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with those responsible for governance, including the chair of the local governing body, a trustee and other representatives from Attigo Academy Trust.
- The inspection team reviewed the arrangements for safeguarding by reviewing records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Tom Hart

Ofsted Inspector

Andrew Hook

Ofsted Inspector

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