

# Houndsfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	102011
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335820
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Chris Grove

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

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<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>	484
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Green
<b>Headteacher</b>	Andrea Nutter
<b>Date of previous school inspection</b>	1 November 2008
<b>School address</b>	Ripon Road Enfield London N9 7RE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and held meetings with governors, staff and groups of pupils, including some of the school council. They observed the school's work and looked at analyses of pupils' attainment and progress, records of governors' meetings and the school's development planning and monitoring. They also scrutinised a range of policies and procedures, including those associated with safeguarding, curriculum planning documents and a small sample of pupils' work. Inspectors analysed questionnaires from a sample of pupils. Evidence was also gathered from the 58 parental questionnaires received. At the last inspection in November 2008, the school was judged to no longer require special measures. However, it was deemed to require significant improvement and was subject to a notice to improve.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness with which the school's leadership and management identify weaknesses in provision and in pupils' achievement and focus on priorities for improvement
- the extent to which teaching offers sufficient challenge to ensure satisfactory or better achievement by all groups of pupils at all key stages
- how well the curriculum meets the needs of all pupils and supports the progressive acquisition of skills in literacy and numeracy
- how well the school promotes cohesion at all levels between different socio-economic, ethnic and religious groups.

## Information about the school

Houndsfield is larger than average. Most pupils are from minority ethnic groups. The large majority speak English as an additional language with more than 20% at an early stage of learning English. The number of pupils who are eligible for free school meals is much higher than average. The proportion of pupils with special educational needs and/or disabilities, principally speech, language and communication, moderate learning or behavioural, emotional and social difficulties, is well above average. The number of pupils joining or leaving the school other than the usual starting or leaving times is much higher than average. The Early Years Foundation Stage provision consists of a Nursery and two Reception classes. The school also has a speech and language unit which provides for pupils across the borough. A nurture group is provided for small numbers of pupils in Years 1 and 2. The school is part of a Sports Partnership. There is a breakfast club which is managed by the governing body. The school holds the Healthy School and Activemark awards.

The school became part of a hard federation with Churchfield Primary School in September 2008. The two schools share an executive headteacher and the same governing body. Following a major fire at Houndsfield earlier in the present term, class teachers have taught all the pupils in Years 3 to 5 at other sites in the borough until the first day of the inspection, when most of these pupils returned to their refurbished

accommodation.

**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

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school's overall effectiveness is satisfactory. It is an improving school which has good features. A very positive ethos has been developed in which pupils are extremely happy, are well behaved and enjoy what the school has to offer.

Most responses to the parental questionnaire were very positive. One family wrote that they were 'really pleased with our son's progress' and that 'the school is doing everything to support children'. Another parent, reflecting on the recent fire, felt that 'the school has continued to give the high level of education and tried to keep everything as normal as possible for the children, which they should be given credit for'.

The principal reason for the school's rapid improvement is to be found in the determination and the strong impact of the new leadership team, and particularly the executive headteacher. The team has developed a confident vision and direction, which is encapsulated well in the school's motto, 'Journey to Success'. Improvement has resulted from an accurate and penetrating analysis of weaknesses in pupils' outcomes and in provision, and from resolute planning to address identified deficiencies.

Self-evaluation activities and rigorous monitoring have raised the quality of the school's provision and resulted in pupils' much-improved progress.

In the Early Years Foundation Stage, children make sound progress in their basic skills, leading to satisfactory overall achievement. The school is aware that more can be done to increase rates of progress in language and mathematical work, including better use of tracking information. The outdoor area has not been as well used as it could be.

At the end of Years 2 and 6, pupils' attainment is significantly below average. Pupils' standards at the end of Year 2 remained below average in summer 2009, partly because the school applied assessment procedures very rigorously. In Year 6, results in all subjects in 2009, although still below the national average, were sharply higher than in previous years, especially in mathematics and science. Improved outcomes in Year 6 have followed from better teaching and an improved curriculum, and these have resulted in significantly faster progress than in previous years.

Across the school, teaching is now more consistently good, and sometimes outstanding. High expectations and a good pace to learning characterise much of the teaching and lead to pupils' good or better progress in all year groups. The assessment of pupils' learning has good features, but is satisfactory overall because of inconsistencies in the quality of marking.

Pupils' good personal development stems from the inclusive ethos and good pastoral

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care. Relationships between staff and pupils are very good. Between pupils from different ethnic backgrounds, relationships are harmonious. Pupils are well behaved in class and around the school. Pupils' needs, including those of the high proportion who may be vulnerable, are identified well. Most pupils who completed the questionnaire said that they enjoy school, and appreciate the adult support. As one contented pupil wrote, 'What I like about the school is all the adults are very kind and they work with us very well.'

The headteacher works in close cooperation with senior and middle leaders. They have developed a strong and effective team, which in the last year has brought about rapid change. The school's accurate self-evaluation and rapid progress in addressing issues for improvement from the last inspection are testimony to the team's impact. In view of the sharp improvement in pupils' progress, the good quality of their personal development, and improved teaching and curriculum, the school's capacity for further improvement is good.

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

- Raise standards of attainment in all year groups through a continued focus on pupils' knowledge and skills in English, mathematics and science by:
  - setting more consistently challenging tasks and questions for more able pupils
  - improving the consistency of marking of pupils' written work in order to provide better feedback about improvement.
- Accelerate children's progress in their mathematical, communication and language skills in the Early Years Foundation Stage, by:
  - making improved use of information from tracking children's development and progress across the Nursery and Reception classes
  - making better use of the outside space to support learning.

## Outcomes for individuals and groups of pupils

**3**

When children enter Year 1, their knowledge and skills are well below the expectations for their age. Pupils make good progress in Years 1 and 2. In a well-paced literacy lesson, for instance, all pupils in a Year 2 class, including those who were learning English as an additional language, extended their writing skills well because work was carefully matched to their different abilities and the teacher gave them immediate feedback on their tasks. In Years 3 to 6, pupils' good progress continues. For example, in a mathematics lesson in Year 5, pupils of different abilities were expected to explain and justify their reasoning in solving arithmetical problems. In an outstanding lesson in Year 6, pupils made excellent progress. The teacher set very high expectations and challenged all pupils very well through the task of engaging the reader's interest through the use of complex sentences to illustrate characterisation. However, in some lessons, higher-attaining pupils do not make as much progress as they could because not enough is expected of them.

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Pupils confirm that they feel safe from bullying and from racist incidents. Their spiritual, moral, social and cultural development is good, as seen in a well-conducted assembly which focused on religious and cultural diversity, and in which pupils had opportunities to reflect. Pupils understand the importance of a healthy lifestyle. There are high levels of participation in after-school sports clubs. Pupils know how to make good food choices at lunchtime. Those pupils who attend the breakfast club benefit from a well-balanced meal and enjoy the social activities on offer.

Good contributions are made to school. For instance, some pupils act as monitors in class libraries and cloakrooms. Older pupils act as 'book buddies' to younger pupils. School councillors take pride in their role in supporting good behaviour in the playground and elsewhere. Within the local community, pupils are involved in a road safety campaign with the safer neighbourhood police team. The weekly walks in the Jubilee Park enable pupils to gain insights into older citizens' lives.

Improving skills in literacy and numeracy prepare pupils satisfactorily for the future. Satisfactory support comes also from the good listening skills which they develop, the greater focus on problem solving and independent learning, and opportunities to learn French and Spanish. Levels of attendance are broadly average, and have improved.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

Planning consistently includes appropriate challenge for most pupils. Sometimes, however, not enough is expected of the more able pupils, for instance through questions that require them to explain their reasoning. Better opportunities are now offered for collaborative work and for learning more independently. Teaching assistants often use imaginative strategies to support pupils with additional needs. The specialist teaching in the speech and language unit meets the needs of these pupils very well. Teachers make effective use of assessment information, for instance to modify planning for teaching. Pupils know their targets and this helps them to improve their work. Although some marking is of very good quality and includes advice about improvement, these good features are not consistently evident.

Curriculum planning makes good links between interesting topics for pupils and the development of key skills in literacy and numeracy, although this is not yet fully developed in all classes. This more purposeful curriculum is also filling any remaining gaps in previous learning. Pupils respond well to the very visual and practical approaches, which benefit particularly those groups with additional learning needs. Specialist provision, for example the teaching of Spanish, is of good quality. Activities such as fieldwork in the Lea valley, and excursions, for instance to the Transport Museum and National Gallery, enrich pupils' learning and personal development. Visitors extend pupils' experience well, for instance when police cadets involve them in planting vegetables in the wildlife area. Team sports and the photography and film clubs exemplify the good extra-curricular provision. Successful initiatives involve parents from the Turkish and Somali communities in supporting their children's learning more effectively.

Teaching and support staff are strongly committed to the caring ethos. The needs of vulnerable pupils are identified and met early, with the result that many now progress well. Provision for pupils with special educational needs and/or disabilities and for those who speak English as an additional language contributes well to their learning. Arrangements to support gifted and talented pupils are less well developed. Effective systems ensure pupils' smooth transition from one class to the next. Robust strategies are used to monitor and promote good attendance. The breakfast club provides a good start to the day for those who attend it.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>3</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>



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## How effective are leadership and management?

The school has benefited greatly from the federation with Churchfield Primary School, and especially from the leadership capacity of the senior staff. The highly inclusive ethos that has been developed is testimony to the good impact of the leadership team in promoting equal opportunities. Governors ensure that the school meets statutory responsibilities and know how to act as 'critical friends'. The responses to the questionnaire show clear parental satisfaction and indicate that in a short time the new leadership has developed a successful partnership with parents.

The school has conducted an audit of its provision for community cohesion and promotes cohesion at all levels. Particularly effective contributions are made at the levels of the school itself and the local community. At the national and global levels, the strategy is less well developed. At the time of the inspection, the school's procedures and systems met all the requirements for safeguarding. Arrangements to ensure child protection are robust. The school has well-established partnerships with local authority services, in particular to provide effective support for pupils at risk.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

On entry to the Nursery, children's basic skills are well below average. One important reason is the high proportion of children who are learning English as an additional language. Children make a good start in the secure environment. Recent staff absence has led to some lack of continuity in children's learning, which has limited progress.

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However, other teachers within the federation use their experience and skills well to develop good relationships and make learning meaningful and enjoyable. Children's home languages are acknowledged. This makes them and their families feel valued. For instance, a bilingual member of staff used her knowledge of Turkish to help children count and order numbers.

Good collaboration with the Nursery and good home'school links support children in the Reception classes well, so that they settle quickly into daily routines. As a result, they make good progress in personal, social and emotional development, where they meet expectations. In the development of their communication and mathematical skills, they make satisfactory progress. Consequently, attainment in these areas remains below age-related expectations on entry to Year 1.

Provision is satisfactory, with strengths in the quality of the welfare for children, which has a positive impact on their behaviour. Positive relationships and some good aspects to the teaching ensure children's enjoyment of learning. Good collaborative planning supports the broad range of activities on offer. Resources are well organised and used. Children are encouraged to select well-planned activities to support all areas of their development. This contributes to their improving confidence in learning to explore resources independently and collaboratively. However, until recently, there has been limited use of the outdoor space.

Self-evaluation is accurate. Consequently, work in early numeracy and literacy, including the teaching of letters and sounds, has become more thorough. More rigorous monitoring has led to improved planning and learning. The need for more challenging work for more able children is recognised. Key workers observe and record effectively their children's learning. This has led to increasing awareness of strengths and weaknesses in learning outcomes. However, tracking information about children's progress across the whole Early Years Foundation Stage is not used as systematically as it could be.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Almost all parents have positive views about the school. The overwhelming majority agree about their child's enjoyment of what is on offer. Inspectors agree with parents' judgements that the school keeps their children safe and that it supports healthy

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lifestyles. They also agree that the school deals effectively with unacceptable behaviour. Most parents think that their children are making enough progress at school. Inspectors judge that pupils are currently making satisfactory progress in the Early Years Foundation Stage and good progress from Years 1 to 6. Teaching is seen as good by most parents, and inspectors agree. Most parents also agree with inspectors' judgement that the school is well led and managed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Houndsfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 484 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	62	21	36	0	0	1	2
The school keeps my child safe	27	47	29	50	0	0	0	0
The school informs me about my child's progress	28	48	26	45	2	3	1	2
My child is making enough progress at this school	20	34	33	57	2	3	1	2
The teaching is good at this school	23	40	29	50	4	7	1	2
The school helps me to support my child's learning	23	40	27	47	8	14	0	0
The school helps my child to have a healthy lifestyle	21	36	31	53	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	31	30	52	5	9	1	2
The school meets my child's particular needs	15	26	36	62	3	5	1	2
The school deals effectively with unacceptable behaviour	19	33	31	53	6	10	1	2
The school takes account of my suggestions and concerns	20	34	27	47	9	16	0	0
The school is led and managed effectively	19	33	33	57	3	5	0	0
Overall, I am happy with my child's experience at this school	26	45	27	47	2	3	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



7 December 2009

Dear Pupils

Inspection of Houndsfield Primary School, London N9 7RE

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire.

We think that Houndsfield Primary is a good school. These are the positive things about your school:

- There is a warm 'feel' to your school.
- You are happy at school, behave well and have positive attitudes to learning.
- The executive headteacher and senior staff are good at their jobs and know how to improve your school.
- All the adults take very good care of you.
- You feel very safe in school and understand how to live a healthy life.
- Your standards in English, maths and science by the end of Year 6 are below average, but progress has improved right across the school, and is good.
- The curriculum is now interesting and stimulating for you.
- Your parents are very pleased with the school, and appreciate its many good features.

We have also asked your school to make some further improvements. These are to:

- Raise your standards in English, maths and science by expecting more from more able children, and by marking that helps you to understand better what you can do to improve your work.
- Help children in the Nursery and Reception to improve their skills in maths, communication and language work by making better use of the outside area and of teachers' records of their progress.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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