

# Kingfisher Hall Primary Academy

40 The Ride, Enfield, EN3 7GB

## Inspection dates

18–19 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Children make excellent progress in the Nursery and Reception classes. Pupils continue to reach high levels of attainment in Year 1.
- Pupils of all abilities make exceptional progress as a result of outstanding teaching. Any gaps in achievement between groups of pupils are closing rapidly as they move through the early years of their education.
- Staff have consistently high expectations for all pupils and plan lessons which are exciting and challenging for pupils of all abilities.
- Absolute consistency across the academy in terms of behaviour management means that pupils have confidence in the adults around them and can concentrate fully on their learning.
- Pupils are active and enthusiastic participants in lessons. They quickly develop excellent attitudes to learning and enjoy taking on responsibilities.
- Senior leaders are relentless in their pursuit of excellence. They are totally committed to ensuring that every pupil in the academy achieves their full potential. Together with a highly-skilled team of teachers, they are ensuring very high standards of achievement.
- Alongside the governing body and academy trust, leaders are strongly committed to the development of the staff team. They invest in training for staff that ensures the academy has capacity to improve further as it expands.
- The academy trust has provided guidance and support through the skilful recruitment of experienced governors and advisers. Governance is strong and leaders are held to account for standards in the academy.
- Parents are highly supportive of the academy. They are particularly happy with pupils' behaviour and the rate of progress their children make.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons. Six of these were joint observations with the headteacher or deputy headteacher. All classes and teachers were observed.
- During observations in lessons, inspectors spoke to pupils about their learning and looked at their books. They also considered teachers’ planning and the role of additional adults.
- A wide range of academy documents was scrutinised. These included information about safeguarding, pupils’ attendance and behaviour, improvement planning and minutes from governing body meetings.
- Meetings were held with senior and middle leaders, the Chair of the Governing Body, the Chair of the Academy Trust and the executive headteacher.
- Meetings were held with the headteacher and deputy headteacher to discuss the academy’s information regarding achievement.
- Inspectors considered the views of parents by speaking to them at the start of the day and through 26 responses to the online questionnaire, Parent View. They also considered 13 responses to the staff questionnaire.

## Inspection team

Gaynor Roberts, Lead inspector

Her Majesty’s Inspector

Angela Podmore

Additional Inspector

## Full report

### Information about this school

- Kingfisher Hall Primary Academy was established under the government's free school programme. It is part of a larger academy trust.
- This academy is currently smaller than the averaged-sized primary school, with only three year groups from Nursery to Year 1. Two new classes are being added each year until the academy reaches its capacity with pupils from Nursery to Year 6. The academy opened an additional part-time nursery class in January 2014 due to local demand.
- The proportion of pupils from ethnic minority groups is well above average. The main groups are Black Caribbean, Black Other, Turkish, Black Nigerian, Black Ghanaian and White British. Just under a third of the pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is broadly average. The proportion of pupils supported through school action plus is below average and no pupil has a statement of educational needs.
- Over a third of the pupils are known to be eligible for additional support through pupil premium funding. This is additional government funding for pupils known to be eligible for free school meals and those in local authority care. This proportion is above the national average.
- It is not possible to assess pupils' achievement against the government's current floor standards which set the minimum expectation for pupils' attainment and progress. This is because the oldest pupils in the academy are currently in Year 1.

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

- Ensure that any gaps in achievement between pupils eligible for pupil premium funding and their peers become and remain securely closed by:
  - sustaining the accelerated progress of eligible pupils year on year as the academy grows
  - ensure that pupil premium spending is always consistently and rigorously monitored.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start Nursery with skills that are generally below those expected for their age. In 2013 around half of the children joined the Reception Year having not attended the academy's nursery provision. These children also had skills below those expected for their age.
- Adults are quick to establish routines and set high expectations. Therefore, by the end of the Reception Year, in 2013, the proportion of children meeting the early learning goals was well above average. In some areas of learning, such as communication and language, personal, social and emotional development and literacy, outcomes were exceptional. The proportion of children exceeding expected levels of development was extremely high, with figures of four times the average in some areas of learning.
- The academy's predictions for outcomes for the current Reception Year are equally impressive. The academy expects the proportion of children reaching a good level of development to increase from just under half to almost two thirds. The academy's processes for assessing pupils have been moderated by the local authority in both the spring and summer terms and judged to be secure.
- In Year 1, pupils continue to make outstanding progress because of very strong teaching. The academy's information shows that a very high proportion of pupils eligible for additional funding make rapid progress in reading and writing, and a high proportion in mathematics. The gap between their attainment and that of their peers is closing rapidly.
- Results from the recent check on their knowledge of phonics (the sounds that letters make) show that those eligible for pupil premium attain the same high levels as their peers in this aspect of learning.
- Pupils of all ages and abilities are avid readers. More-able pupils read fluently, and recognise elements of a book such as the author, title and contents. Their enthusiasm for reading was palpable as they shared a new book with an inspector, saying, 'I'm going to read this now!' Younger children confidently use their knowledge of sounds and letters to read words and short sentences. They use the pictures and text to predict what might happen next and recognise rhyming words.
- Pupils who speak English as an additional language achieve exceptionally well. Pupils from different ethnic groups achieve equally well. This is because the academy is fully committed to equality of opportunity and ensures that each individual pupil's achievement is tracked closely.
- Disabled pupils and those with special educational needs are very well supported and make significant progress in all areas of their learning. Likewise, more-able pupils are challenged to achieve highly; for example, they can discuss and write about the impact of oil spills on wildlife. Excellent team working between leaders, teachers and support staff contributes to this success.

### The quality of teaching

### is outstanding

- Teaching is consistently good and often outstanding. As a result, pupils learn and achieve exceptionally well. Teachers and other adults have very high expectations of what pupils can achieve. For example, Year 1 pupils are taught about the State Opening of Parliament, and its place in history. They can recall the elements of the ceremony in chronological order, and describe the roles of the key participants. Pupils use sophisticated vocabulary, such as 'inspiring' and 'spectacular', in their related writing. They write in detail and at length.
- In Nursery, children are quickly introduced to phonics and taught how to link sounds together to make words. They make rapid progress. For example, children who have attended part time since January are able to link sounds to read words such as 'quiz' and 'quit'. There is a seamless link between saying sounds and writing. This ensures that progress in reading and writing are

linked from the earliest stages of learning.

- The exceptionally high levels of consistency in terms of behaviour management, routines and feedback to pupils are securely embedded throughout the academy. This is important as the academy groups pupils by ability across year groups for literacy and mathematics lessons. Pupils are confident as they move from one adult to another that their work and behaviour will be managed in an identical manner, so there are no misunderstandings.
- Teachers and other adults are continually assessing pupils' progress as they move around the classroom in lessons, adapting their approach if needed. Every six weeks pupils are assessed more formally in literacy and mathematics. Changes are then made to teaching groups in order to ensure that all pupils achieve as highly as possible.
- More-able pupils are encouraged to extend their skills and attain very high levels. For example, in Reception, children are introduced to complex mathematical vocabulary when creating a pictogram.
- The academy's expectations regarding homework are set out clearly in a comprehensive policy. From entering Nursery, children complete simple tasks such as practising letter sounds at home. By Year 1, relevant homework tasks are set across a range of curriculum areas.
- Teachers and other adults skilfully weave aspects of spiritual, moral, social and cultural learning into their lessons. In a physical education lesson, for example, pupils recalled their recent visit to a safari park and moved around the space in the manner of chosen animals.
- Teaching assistants are deployed very effectively throughout the day. They deliver literacy and numeracy sessions to small groups of pupils, closely monitored by senior leaders. In other lessons, close team working results in learning being accelerated as all adults ask relevant, probing questions to check the understanding of pupils.

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

- The behaviour of pupils is outstanding because teachers and other adults set very high standards which are rigorously upheld. Pupils have extremely positive attitudes towards their learning, engaging enthusiastically in lessons and taking pride in their work. Working relationships between adults and pupils are very positive; as a result, pupils want to please their teacher with work and behaviour of a high standard.
- Around the building and in the playground, pupils' behaviour towards each other is exemplary. They play well together, taking turns and sharing resources. Pupils are safe because of a high level of staff supervision, both outside and as they move between lessons.
- The monitoring of behaviour is comprehensive. Each class completes a detailed incident log if there are any instances of poor behaviour and these are regularly monitored by the deputy headteacher. The logs show that incidents are often minor and that their frequency is decreasing further over time. There have been no exclusions since the academy opened.
- The overwhelming view of parents and carers is that the behaviour of pupils is good. Those spoken to during the inspection were highly positive about the academy saying that behaviour is excellent and bullying is very rare. Parents say that staff always respond quickly to any concerns.
- The academy's work to keep pupils safe and secure is outstanding. Pupils say they feel safe at the academy and that pupils behave well. They have a secure understanding of the behaviour policy and can describe the actions undertaken by staff if a pupil does not conform to the very high standards set. When asked if staff members deal with poor behaviour, one pupil said with conviction, 'Oh yes, teachers are very good at that!'
- Pupils say that unkind behaviour does not happen often. They could not recall any incidents of name calling that related to the way a person looks or what their interests are. During the inspection, pupils were observed to be caring for each other. For example, they made sure that a pupil with language difficulties understood instructions and had the equipment she needed. Pupils attend well. The academy works hard to promote high levels of attendance through assemblies, rewards and newsletters. Displays around the building highlight attendance figures for each class. As a result, attendance has improved further over the year.

**The leadership and management are outstanding**

- The headteacher and deputy headteacher work tirelessly to ensure that all pupils are given every possible opportunity to succeed. They work extremely well together, and have established a strong, effective staff team in a short period of time. The academy trust has supported this development through the sharing of staff expertise from other academies in the trust.
- Senior leaders have analysed information about pupils' progress in great depth and know pupils very well. This means that they can identify any underachievement swiftly and intervene to ensure that any issues are addressed at an early stage.
- Middle leadership is also very strong. The academy trust believes in developing future leaders and has supported these teachers in their pursuit of further learning. Subject leaders monitor the progress of pupils every six weeks and ensure that appropriate challenge is in place for groups of pupils. They have a clear vision for future development of their areas of responsibility as the academy expands.
- Senior leaders monitor the quality of teaching robustly using a wide range of information. They provide detailed feedback to teachers, identifying strengths and areas for further development. These include sharing of excellent practice between teachers, both within the academy and across the wider trust. Teachers are actively encouraged to undertake further qualifications in order to develop excellence. However, this level of detail is not reflected in the appraisal documentation for staff. Leaders have identified this. They are taking action to ensure that the targets set for teachers are very sharply focused on the aspects of that teacher's performance identified through the existing robust monitoring systems.
- Safeguarding arrangements meet statutory requirements. Comprehensive and robust policies are in place and rigorously applied.
- The academy has developed a broad and balanced curriculum, which is interesting and engages pupils from an early age. As a result, they develop a love of learning and become enthusiastic participants in all aspects of academy life. Elements of spiritual, moral, social and cultural learning permeate the academy day. Two of the five Year 1 pupils interviewed said that religious education was their favourite lesson.
- Pupils have opportunities to explore values and beliefs through assemblies. An assembly was observed in which pupils discussed the characteristic of 'modesty' and learnt to apply it to their own experiences on the forthcoming sports day. Pupils are encouraged to take responsibilities through activities such as the gardening club.
- Pupils' involvement in physical activity and sport enhances their health and well-being. After-school clubs include sports, dance and swimming activities. The academy has not yet received the full amount of primary school sport funding, but is employing a sports coach and play leaders who further support the promotion of physical activity during breaks in the day.
- **The governance of the academy:**
  - Governors are highly committed to the ethos and vision of the academy. The academy trust ensured that an experienced Chair of the Governing Body was in place before the academy opened. He has recruited governors from a range of backgrounds and ensured they are well trained. For example, as the oldest pupils enter Year 2, he has planned training regarding published information about pupil achievement.
  - The Chair of the Academy Trust is a member of the governing body while the academy is growing rapidly, and she provides further expertise. This ensures very close links between the academy trust and the governing body. The executive headteacher oversees all four academies in the trust, and works very closely with senior leaders.
  - Governors rigorously hold senior leaders to account. They ask, for example, what is done about developing literacy levels for the least able.
  - Governors have a thorough knowledge of additional funding and how it is spent. More information that could enable them to evaluate the impact of different elements of spending on outcomes for pupils would further improve their ability to hold leaders to account. They are well informed about the management of teachers' performance and the way this links pay increases to how well pupils are doing.

## 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>	138203
<b>Local authority</b>	Enfield
<b>Inspection number</b>	430667

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>	Academy free school
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phill Sowter
<b>Headteacher</b>	Matthew Laban
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02083449890
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