

Inspection of Kingfisher Hall Primary Academy

40 The Ride, Enfield, Middlesex EN3 7GB

Inspection dates:	25 and 26 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Gemma Vincent. This school is part of North Star Community Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Marino Charalambous, and overseen by a board of trustees, chaired by Dr Donald Graham.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a happy and welcoming school. It is driven by its vision for pupils to develop the talents and characteristics to flourish as individuals. This strong moral purpose underpins learning. Pupils are polite, respectful and courteous. They love talking about their learning and how much they enjoy their lessons. Pupils are happy and safe. They know trusted adults they can talk to who will help them if they have any worries or concerns.

The school has high expectations of all pupils. Year 6 pupils are confident and articulate learners, who are well prepared for secondary school. The school also fosters high standards of behaviour. In class, little learning time is lost.

The school encourages pupils' wider social development excellently. Pupils of all ages talk with enthusiasm and pride about their role in being a force for positive change in the world. For example, they conduct fundraising for a wide range of charities and learn to write persuasive letters to people in positions of authority to try to make a positive impact on society. Pupil voice is very strong in this school, and they feel valued and listened to.

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

The school has designed a curriculum that is both broad and ambitious. It is well thought out and sequenced for all subjects. Children get off to a strong start in early years, where strong foundations are built in language and mathematics. They learn to count accurately. Children in Reception love singing and listening to songs and rhymes. Pupils learn consistently well as they progress through the school. They develop strong knowledge and skills across the curriculum. Pupils achieve well in national tests in reading, writing and mathematics at the end of Year 6.

Teachers have strong subject knowledge and support pupils' learning well. They present subject content to pupils clearly. For instance, in physical education (PE), pupils develop key skills in a wide range of team games such as netball and football and learn individual sports such as badminton and tennis. At times, however, checks on pupils' understanding are not used as effectively. This means misconceptions or gaps in pupils' knowledge are not swiftly identified. This limits pupils' deeper understanding of important subject content.

Children start to learn to read as soon as they start in the early years. They receive high-quality, consistent phonics teaching by well-trained staff. Pupils who need additional help with early reading receive daily, well-planned support. This helps pupils to develop confidence and fluency in reading. Pupils take books home from the well-stocked libraries, and many pupils sit and read in the special 'Reading Cafe', as well as come to school early to attend the 'Book and Bagel Club'.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) quickly. Where necessary, the school works with external agencies to ensure that pupils get the help and support they need. Staff skilfully modify and adapt activities and make effective use of technology. This helps pupils with SEND to access the same

learning as their peers and to achieve well over time. Parents and carers are positive about the support the school provides for their children.

Personal development of pupils is at the heart of the school's work. Pupils engage in the school's very well-designed programme for personal enrichment. Pupils enjoy numerous opportunities to lead. They can become members of the 'Primary Power Parliament', playground leaders and library monitors. In these roles, they support both each other and the wider community. The school takes pupils on a wide array of carefully considered educational trips linked to their learning, for instance fieldwork in geography, museum visits in history and in religious education to places of worship. Pupils are very well prepared for life in modern day Britain and learn how to stay healthy and safe, including when online. Pupils really enjoy coming to school every day and so pupils' attendance is high, and rates of persistent absence are low.

The school and the trust ensure that staff receive effective support. This includes making sure staff have the knowledge to teach the curriculum as intended. Staff value this support and appreciate how the school considers their workload and well-being.

The support and oversight of the trust has been key in the school's success. Experts from the trust provide useful advice, challenge and strategic direction to staff and school leaders, including local governors.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes the checks on what pupils know and remember are not accurate enough to identify where pupils have gaps or misconceptions in their learning. This means that pupils learning is not as secure as it could be. The school should ensure that staff have the knowledge and expertise to accurately identify and address gaps and misconceptions in pupils' knowledge so that pupils are fully ready for future learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138203
Local authority	Enfield
Inspection number	10345938
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair of trust	Dr Donald Graham
CEO of the trust	Marino Charalambous
Headteacher	Gemma Vincent
Website	www.northstartrust.org.uk
Dates of previous inspection	18 and 19 June 2014, under section 5 of the Education Act 2005

Information about this school

- The school is part of the North Star Community Trust.
- The current headteacher was appointed in September 2022.
- The school runs a breakfast club and after-school club on the school premises.
- The school currently uses an unregistered alternative provision as part of a trust wide SEND intervention.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the deputy headteacher, other senior and curriculum leaders and groups of staff and pupils.
- The lead inspector held discussions with the CEO of the trust and with representatives of the local academic advisory committee, including the chair. He also met with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, history and PE. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also discussed the curriculum in some other subjects.
- Inspectors took account of the responses to Ofsted Parent View. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' strategies for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Fiona Jatta	Ofsted Inspector
Harvey Webb	Ofsted Inspector

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