

# Hyland House School

Independent school standard inspection report

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Reporting inspector	Jill Bainton

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## Information about the school

Hyland House School is a small primary school located on the outskirts of Walthamstow in north-east London. It was established in 1939 by the present proprietors, South England Conference of the Seventh-day Adventist Church. Nearly all pupils are of a British Caribbean heritage. The school admits boys and girls aged from three to 11 years of age and there are currently 89 pupils on roll. There are no pupils with a statement of special educational needs. There are 30 children in the two Early Years Foundation Stage classes, who all receive government funding.

The school has a wide range of objectives, based on ensuring that pupils receive a good Christian education. The school's mission statement says that it is dedicated to the mental, physical, emotional and spiritual well-being of its pupils. Its aim is to 'train our pupils to climb and achieve the building bricks that form "Characters of Excellence" in the church'.

The school was inspected in April 2008 and, while the quality of education was good, a number of regulations were not met. A monitoring visit was made in February 2010 to evaluate the progress the school had made in implementing the action plan following the inspection. The school had made some progress but two regulations were still not met. The school did not have facilities for pupils who might become ill and some areas of flooring needed improvement.

## Evaluation of the school

Hyland House School continues to provide a good quality of education and the school's mission statement is fulfilled effectively. Through a varied curriculum and good teaching which engage pupils' interests well, pupils make good progress. Pupils' spiritual, moral, social and cultural development is outstanding. Parents, carers and pupils are very positive about the school, which has a clear Christian ethos. The overall effectiveness of the Early Years Foundation Stage is good. All requirements regarding safeguarding are met. The school has improved and has addressed the two regulatory failures identified at the previous inspection; it now meets all of the regulations.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

## Quality of education

The curriculum, including that for the Early Years Foundation Stage, is good and focuses well on the development of pupils' basic skills in preparation for the next stage of their education. There is an appropriate curriculum policy with schemes of work for all subjects taught. The curriculum is well matched to the needs of all pupils, including those who may need additional help. Planning has improved since the last inspection; it results in all pupils making good progress in acquiring new knowledge, skills and understanding in all subjects. French is taught from Nursery upwards and the school has links with a primary school in Paris, which pupils have visited. Music is taught by a visiting specialist and pupils learn the recorder, with the older ones having the opportunity to learn another instrument of their choice. Personal, social and health education is good and is rooted in the Christian ethos of the school. Information and communication technology lessons are now timetabled and the use of computers, including safe research on the internet, is encouraged more, as recommended in the last inspection. Pupils clearly enjoy using computers, making good progress in their technological skills; for example, older pupils have undertaken extensive independent research on Ancient Egypt. A range of activities and visits to local museums, theatres and places of interest further enrich the curriculum and broaden pupils' knowledge and understanding of the world at large.

Teaching and assessment are good. Relationships between staff and pupils and between the pupils themselves are warm, caring and respectful. Pupils are confident in speaking to staff and will share their problems and ask for help. The staff know each pupil very well and this allows them to provide good support for individuals in need of help and guidance. In the most effective and well-paced lessons, pupils respond positively to instructions, are keen to complete the tasks given to them and behave well. For example, in mathematics they worked in small groups against the clock, solving problems, which they very much enjoyed. Teachers are well qualified and have good subject knowledge. They use questioning effectively to extend pupils' knowledge and understanding of the subject being taught. Staff support the pupils very well in developing skills in speaking, listening and writing. During a creative writing lesson pupils were asked to describe their classroom using as many interesting descriptive words as possible, to which the pupils responded very positively, even referring to and describing a small cobweb high up on the ceiling. The acquisition of reading skills is given priority and, from the youngest pupils upwards, progress is good. The school responded well to the recommendations in the last report. Leaders have suitably developed the teaching of mathematics and cursive handwriting and pupils' skills in both aspects are now good. Resources for teaching and learning are good and are used effectively.

In a small number of less effective lessons the planning lacks detail about what the teacher expects the pupils to learn. This means that the pupils are not as clear as in the best lessons about what they are expected to learn. Occasionally, the endings of lessons do not revisit the lesson objectives to check how far pupils have made the expected gains and to help to consolidate learning. Most of the pupils' work is

marked and encouraging comments are made, but some marking lacks guidance as to how pupils can improve their work.

The previous inspection judged that the school's systems for assessing pupils' progress and attainment in reading, writing, mathematics and science were satisfactory, but that this information was not always used effectively to inform teachers' planning and to match work to pupils' specific needs. The school has introduced, and is continuing to develop, an effective tracking system that shows pupils' progress over time. Regular discussions between pupils, teachers and senior staff focus on the gains in the skills, knowledge and understanding that pupils have made and also identify areas for further improvement. These findings are now reflected in teachers' planning and they shape the individual targets that are then agreed between pupils and teachers for the next half term. Assessment during lessons is good, with clear verbal feedback, which helps the pupils to improve their work. Records of pupils' progress are now good and well maintained. Pupils of all abilities make good progress, especially in the acquisition of literacy and numeracy skills. Parents and carers are kept well informed of their children's progress.

### **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of all pupils is outstanding. The daily acts of worship reinforce the strong Christian ethos of the school and support the provision for pupils' all-round personal development, which is a strong and consistent feature of the school. This small and friendly school is welcoming to both the pupils and their parents and carers. Pupils are consistently encouraged to take responsibility, with younger ones acting as monitors. The older pupils act as very good role models and take their role as prefects seriously. Pupils demonstrate a very clear understanding of right and wrong. The school has taken up suggestions made by the school council for improving the school and the pupils feel that they are listened to. Pupils' behaviour and attendance are good. They are very enthusiastic about their school and all say that they really enjoy being there. They made comments such as, 'Although the work is hard the teachers help me and are always fair in how they treat us and we have to treat them with respect .... I appreciate coming here ... it is fun, educational and I love my school.' Pupils feel safe and enjoy working in a happy, well-organised and friendly environment. They make a positive contribution to the community and are well known locally, for example through their singing at local retirement homes. There are excellent links with the Seventh-day Adventist Church, which fosters a very positive relationship with the parents and carers who are members. Pupils' cultural development is very good. As a result of studies in a range of subjects, pupils develop a very good appreciation of their own and other cultures. Racial harmony is effectively promoted and pupils are very caring and tolerant towards each other. Pupils develop a good understanding of public services and institutions in the United Kingdom through a comprehensive range of work in history and current affairs and through well-chosen visits outside the school. They acquire all of the skills necessary to ensure their future economic well-being.

## **Welfare, health and safety of pupils**

Provision for the welfare, health and safety of all pupils is good. The school has devised, and effectively implemented, a full range of policies which pay due regard to national guidance. These policies include anti-bullying, health and safety including visits outside school, behaviour and safeguarding. The designated person responsible for safeguarding is trained appropriately in both child protection and safer recruitment. All staff are suitably trained in safeguarding and the detailed child protection policy fully meets requirements. The school risk assesses all activities and visits outside of the school and is vigilant in checking safety within the school building and play areas. All staff are trained in first aid, including paediatric first aid, and accidents are carefully recorded. Pupils are encouraged to bring healthy food for their lunch. Opportunities are available for regular exercise, including weekly swimming at the local baths. The precautions for fire prevention are thorough, with a risk assessment undertaken by a professional company. All fire appliances are checked annually and fire drills are undertaken regularly and are formally recorded. The pupils are very well supervised at all times. The admission and attendance registers meet the regulations. The school fulfils its duties under the Equality Act 2010 and has devised and begun to implement a three-year accessibility plan.

## **Suitability of staff, supply staff and proprietors**

Procedures for checking the suitability of all staff and others are robust, and meet all requirements. The required single central record of such checks meets requirements.

## **Premises and accommodation at the school**

The premises and accommodation assist pupils to learn safely and effectively. The building is in good order, having had some improvements since the last inspection. For example, new flooring has been laid in hallways so that requirements are met. Teachers make good use of the accommodation; classrooms are bright and are enhanced by attractive displays of pupils' work. The outdoor play area is satisfactory and put to optimum use. Adequate facilities exist for those who are ill. The school is actively looking for new premises.

## **Provision of information**

The school provides all current and prospective parents and carers with clear, accurate and up-to-date information that meets requirements. The information is made available through the prospectus, welcome pack and newsletters. Well-written reports are provided for parents and carers about their children's progress three times in each academic year. Parents and carers have the opportunity of meeting staff on two formal occasions to discuss their children's progress. Additional meetings are arranged if parents and carers have any concerns. All of those who responded to the pre-inspection questionnaire were extremely positive and felt that their children were well cared for, enjoyed school and made good progress. Many made comments

such as, 'Excellent school which I and my children really enjoy ... my child wants to be at school all the time.'

## **Manner in which complaints are to be handled**

The school has a set of written procedures which meets the requirements.

## **Effectiveness of the Early Years Foundation Stage**

The overall effectiveness of the Early Years Foundation Stage is good. Children clearly love learning in the caring and supportive environment. The outcomes for children are good. They make good progress from their starting points in all six areas of learning through well-planned indoor and outdoor learning experiences, which match their abilities and needs. Speaking and listening are given priority; this focus underpins the good development of children's ability to communicate and lays the foundation for their acquisition of early reading and writing skills. Children are taught to form letters and numbers correctly and this provides them with a firm basis to further develop their handwriting skills. They demonstrate that they are beginning to recognise and write numerals, as well as to sequence and compare numbers.

Provision is good. Both the indoor and outdoor environments are used well to challenge and stimulate the children. There is a good balance of activities chosen by the children and those in which children benefit from adult intervention and leadership. Resources are good and used well. Teachers' planning shows that they are aware of meeting children's needs but the planning of activities does not always focus sufficiently on the learning objectives. Children's progress is assessed regularly and accurately. Parents and carers confirm that they are kept very well informed about school life and their children's development. Children's welfare, health and safety, including safeguarding, are good, supported by well-trained staff and a comprehensive risk assessment. Leadership and management are good and the well-organised systems and experienced staff ensure the smooth day-to-day running of the provision. Staff work well together and are very clear about the future developments.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- ensure that all lesson planning contains sufficient detail about what the teacher expects the pupils to learn and that lesson objectives are revisited to check how far pupils have made the expected gains and to help to consolidate learning
- provide more written guidance in the marking of pupils' work to show them how to improve
- ensure that in the planning of all activities for the Early Years Foundation Stage there is a clear focus on the learning objectives.



## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		



## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Nursery and Primary School		
<b>Date school opened</b>	September 1939		
<b>Age range of pupils</b>	3–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 44	Girls: 45	Total: 89
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£3,450		
<b>Address of school</b>	896 Forest Road Walthamstow London E17 4AE		
<b>Telephone number</b>	020 8520 4186		
<b>Email address</b>	hylandhouseschool@btconnect.com		
<b>Headteacher</b>	Mrs Gina Abbequaye		
<b>Proprietor</b>	South England Seventh-day Adventist Church Conference		

**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.**

6 October 2011



Dear children

### **Inspection of Hyland House School, Walthamstow, E17 4AE**

I am one of the inspectors that visited your school. I am writing you a letter to tell you what we found out. Thank you for talking to us and for being so friendly. I know that your parents and carers think the school is good, and the inspectors agree.

What the inspectors liked most.

- Everybody works hard to ensure you enjoy yourself and get a good education. I can see why your parents and carers are so pleased with the school and why they send you here.
- Your behaviour is good both inside and outside the classroom. All the adults and the children get on so well together and you have a lot of fun.
- All grown-ups help you learn as much as you can.
- We were pleased that you worked hard in your reading, writing and mathematics and that you were trying to improve.

We have asked the teachers to do some things to make the school even better.

- We want your teachers to explain to you at the beginning of every lesson what you are going to learn and to check this with you at the end of the lesson to see how well you have understood it.
- We want your teachers to mark your work with some more helpful comments to show you how to improve.
- For the children in the Early Years Foundation Stage, we want the staff to plan the activities carefully to ensure you can learn all you can.

Yours sincerely

Jill Bainton  
Lead inspector

