

Honilands Primary School

Inspection report

Unique Reference Number	101998
Local Authority	Enfield
Inspection number	376654
Inspection dates	1–2 December 2011
Reporting inspector	John Mason

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	569
Appropriate authority	The governing body
Chair	Ray Barker
Headteacher	Ralph Silverman
Date of previous school inspection	5–6 February 2009
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. Twenty-two lessons were observed and all 20 class teachers present on the days of the inspection were seen teaching. Meetings were held with senior staff, groups of pupils, members of the governing body and some staff who care for vulnerable pupils. The inspectors observed the school's work, and looked at data tracking pupils' progress, minutes of governing body meetings, school development planning, local authority reviews and a range of documents and policies pertaining to the care and safety of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current attainment and rates of pupils' progress, with a particular focus on establishing whether the decline in attainment in 2011 has been addressed.
- The extent to which new management practices are helping to improve the quality of teaching as school numbers grow rapidly.
- The extent to which weaknesses in reading and writing identified in assessments in the Early Years Foundation Stage have been addressed.
- The extent to which care, support and guidance are a strength of the school.

Information about the school

Honilands is much larger than most primary schools and has been expanding since 2009. It has two classes in each year in Key Stage 2, but has three classes in Reception and Years 1 and 2. To accommodate the growing roll in Key Stage 2, further building works are ongoing. In September the nursery provision reached its intended capacity of 90 part-time children. Almost half of all pupils are known to be eligible for free school meals. The mobility of pupils is higher than average. The proportion of pupils with special educational needs and/or disabilities is above average. The most prevalent factors for additional support are behavioural and language needs.

The ethnic mix of the school is very varied. White British pupils constitute the largest group, but there are also significant groups of Turkish, other White European and Black African heritages. Many of these speak English as an additional language. The school holds a number of awards including Healthy Schools status and the inclusion Quality Mark. A breakfast club, managed by the school, provides childcare for up to 24 pupils before school each day. A recently opened children's centre, managed by the school, and a privately-run after-school club are based on the school site, but are inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

Honilands is a good school. It is a very caring, well-managed school which motivates pupils so that they want to learn. All staff share a clear vision to improve outcomes for pupils, subscribing to some innovative approaches which are effectively focused on meeting the very diverse needs of pupils. As a result, teaching has improved since the previous inspection and much is good or better. Pupils participate enthusiastically in lessons and thoroughly enjoy school. Their attendance, which is average, is improving steadily.

Pupils make good progress in their learning and their attainment is broadly average by the end of Year 6. The low attainment in national tests in 2011 was in part the result of high mobility. Those pupils who attended Honilands for the whole of Key Stage 2 achieved broadly average outcomes and made good progress in their learning. Pupils currently in Years 5 and 6 are attaining close to the levels expected for their age and their progress, too, is good. Any gaps in learning between different groups of pupils are closing, but not all the more-able pupils are reaching their full potential because activities planned for them are not consistently demanding.

In English, teaching is lively and promotes the development of pupils' oral skills well. Pupils' progress in reading is better than in writing, because many pupils do not accurately spell words they understand orally. Also, the handwriting of many pupils is not fluent and this limits the pace at which they express themselves in writing. Moreover, they do not have enough opportunities to write at length in a wide range of different contexts. In the Early Years Foundation Stage weaknesses in children's early reading and writing skills are addressed well, as good and improving assessment practice is increasingly being used to inform a carefully structured programme to develop these aspects.

In mathematics, pupils focus well on improving their skills of calculation, but too few reach the higher levels, because teaching does not always provide enough regular opportunities for pupils to practise word problems and to apply their mathematical skills. Pupils are encouraged to understand their targets well through effective self- and peer-assessment techniques which are followed up with the teacher.

Leaders embed ambition and drive improvement well. As the school grows in size, it is strengthening its provision to support the many potentially vulnerable pupils. Pastoral and academic support is promptly and effectively implemented, because concerns are identified at an early stage. Pupils with behavioural needs are very well

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managed and programmes for those who have language and communication difficulties empower them to develop all aspects of literacy effectively. The school pays careful attention to the safety of pupils during the building works. Close links with the children's centre and childcare provision, including the school's own effective breakfast club, place the school at the heart of the local community. 'The dedication of all the staff is truly impressive', noted one parent. This was typical of the views of others.

The recent restructuring of management has given greater opportunity for talented middle leaders to exercise greater responsibility and to oversee the development of teaching and the curriculum to greater effect. In the innovative Honilands College enrichment programme on Wednesday afternoons, all staff share their wide expertise and interests with pupils in carefully planned, short certified courses, which contribute significantly to pupils' great enjoyment of school. Leaders and governors have an accurate understanding of the school's strength and weaknesses, and empower staff well to give of their best and develop their strengths. Pupils' outcomes have improved since the last inspection and the school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in English by;
 - providing greater opportunity and range for extended writing, including in other areas of the curriculum
 - improving the quality of pupils' handwriting
 - more promptly correcting misconceptions in spelling, especially for pupils whose mother tongue is not English.
- Raise attainment in mathematics by providing more regular and structured opportunities for pupils to apply their mathematical skills and practise solving word problems with greater facility.
- Ensure that more-able pupils are consistently challenged to reach their full potential.

Outcomes for individuals and groups of pupils

2

Pupils currently in Year 6 entered the school with low levels of skills and understanding. As attainment on entry has risen in recent years, so too has attainment in Key Stage 1. This is now also broadly average, reflecting good progress in reading, writing and mathematics from a below average baseline in these skills. There are no significant differences in progress between the many different groups of pupils in the school, except that the progress of more-able pupils was less consistent than other groups. Pupils with special educational needs and/or disabilities make good progress as a result of the close support that they receive from their teachers and teaching assistants. Focused help for pupils who are learning English as an additional language ensures that they too make good progress. In mathematics,

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pupils take care in their presentation and develop and consolidate their basic skills in number and shape well. However, they are less adept at applying their mathematical skills and solving word problems. In English, pupils plan their writing thoughtfully and are developing good skills of expression, for example when writing an account of their visit to RAF Hendon, but some pupils are slow to consolidate spelling and punctuation and the more able do not use complex sentence structures with enough confidence.

Pupils’ behaviour is good and this has a significant impact on learning. Pupils feel safe in school, are confident that they can share their concerns with any adult and that these will be dealt with promptly and effectively. Pupils respond well to the school’s health promotion strategies, recognised in the Healthy Schools award, and take an active role in cookery, gardening, first aid and other Honilands College courses. Older pupils help younger ones with their reading and playtime buddies make play safe and happy. However, the actions of the pupils in improving the local community are limited to only a few successful projects, such as the Year 6 Junior Citizenship project or the harvest-time visit to local senior citizens. Pupils have a good understanding of right and wrong and get on well with one another in school. They appreciate the contact they have with pupils from different backgrounds and respect different traditions. Although they engage with the stimulating school provision, such as trips to RAF Hendon or Roman days in Year 3, they do not always readily grasp the historical and cultural importance of such provision.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

¹ 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?

Teachers have good subject knowledge and plan interesting lessons which engage pupils in their learning well. They build good, trusting relationships and pupils are keen to do their best for them in return. Behaviour management is good. Teaching assistants support pupils with specific needs well and are often, though not consistently, directed effectively to support lessons in other creative ways. Questioning is usually well directed to involve all pupils and help pupils extend their learning or address any misconceptions, but in some lessons prolonged work on the carpet can hold back the pace of learning. Most lessons are well planned to meet pupils’ needs, but teachers’ use of assessment data to plan work which regularly challenges the most able is inconsistent. Pupils understand their targets well because they are encouraged frequently to talk to one another, as well as their teachers, about their learning. Marking is regular and supportive but inconsistent in that it does not always indicate the next steps pupils need to take to improve their learning, and holds pupils back from becoming more independent learners.

The curriculum has many strengths, not least the innovative approach to ensuring all pupils in Key Stage 2 participate in a balanced, high-quality enrichment programme. The curriculum is well adjusted to meet the needs of most groups of pupils, particularly those with highly specific needs. The school provides some good opportunities, such as visiting the ‘fantastic’ Tower of London to learn from the wider environment of London. An annual farm-based residential visit does much to make pupils aware of rural issues and food awareness. However, there are not always enough planned opportunities for pupils to apply key skills in literacy and numeracy across the whole curriculum.

Despite the size of the school, pupils are well known to adults. A well-organised team of dedicated professionals ensures that arrangements for care are very well focused in supporting pupils’ individual needs, as recognised in the Inclusion Quality Mark award. Nurture groups and individual support are effective in supporting vulnerable pupils, providing them with the skills to integrate into mainstream lessons. Pupils arriving mid-way through a key stage are given good support to settle into their learning quickly. Attendance is carefully monitored and is rising as a result. Effective work with families is helping pupils to overcome barriers to their learning. Close links with the main local secondary school ensure that the continuity of pupils’ learning as they change schools has due priority. The breakfast club offers a good level of care and makes a good contribution to pupils’ welfare.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where	3

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relevant, through partnerships	
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and staff share a well-articulated common vision for improving outcomes for the pupils. Pupils’ progress is carefully tracked, enabling the school to effectively close the gaps between different groups of pupils and to support any individuals whose progress may be a concern. The school uses this and other information to evaluate its own performance well and to identify how any variations in pupils’ performance can be overcome. This, together with the robust care and guidance for all pupils, ensures that the school’s provision to secure equal opportunities and tackle discrimination is good. Subject leaders and middle leaders are respected practitioners, who lead by example and monitor provision to good effect. They have been well empowered by the restructuring of the school into cross-cohort ‘families’ this September, but the impact of this initiative has yet to be fully monitored.

Professional development for all staff has high priority. This is reflected in improving teaching and outcomes. The skilled governing body holds the school rigorously to account, although its visible presence in the school is limited. In overseeing the development of building works, it has canvassed parents and carers and pupils effectively and challenged the local authority where plans have not concurred with the vision the school has for its own future. The links with the children’s centre and childcare are developing well, ensuring children have a good and secure start to their education. Parent forums are well attended and parents and carers are kept well informed about all aspects of their children’s education. The school works successfully with a wide range of partners to support provision and ensure good achievement and motivation to learn for all its pupils. Safeguarding is good and this ensures that all pupils feel safe and that their social and emotional needs are well met. Training, checks on the suitability of adults to work with the children and thorough risk assessments are updated regularly. While the school knows the background of its pupils very well and does much to develop pupils’ sense of community, its strategy at the national and global dimensions is at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery class below age-related expectations, especially in their personal, social and emotional development and in their early literacy skills. A high proportion are learning English as an additional language. Some have barely any English. Although weaknesses still remain in these areas, children make good progress through the Nursery and Reception classes to reach levels broadly expected for children of their age when they enter Year 1. Good leadership has brought about an improvement in the quality of assessment and the positive impact this is having on planning. Teachers and other practitioners are now better able to address weaknesses in children’s skills from an early point in their learning. The new building and resources provide children with an exciting learning environment which enables them to explore ideas well. There is an effective balance between child-initiated and adult-led activities which generate and sustain the children’s interest well. Children make good progress in phonic (sounds and letters) understanding to address weaknesses in reading and writing. They have very good relationships with adults. Successful links with home ensure a strong emphasis on children’s welfare which helps children in their emotional and social development, as well as understanding safe and healthy practices. Partnerships with external agencies and with other providers are good and contribute well to ensuring the most vulnerable pupils are well cared for. Staff work together well and all contribute to a sound action plan for future development. However, staff are not using assessment information effectively to consistently tailor their teaching to meet the full range of children’s learning needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents overwhelmingly believe that their children enjoy school and feel safe, that teaching is good and that the school helps to support their children's learning. 'All the teachers are caring and helpful and care about my child. The teachers communicate well with parents and always welcome feedback', was a typical comment provided. A few parents felt that their children's particular needs were not being met and others that unacceptable behaviour was not dealt with well. Inspectors found that the needs of some of the most able pupils were not fully met, but that the school deals with unacceptable behaviour well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Honilands 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 569 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	72	41	27	0	0	0	0
The school keeps my child safe	103	68	47	31	1	1	1	1
The school informs me about my child’s progress	77	51	67	44	5	3	1	1
My child is making enough progress at this school	72	47	75	49	3	2	1	1
The teaching is good at this school	84	55	66	43	0	1	0	1
The school helps me to support my child’s learning	67	44	79	52	4	3	1	1
The school helps my child to have a healthy lifestyle	65	43	80	53	4	3	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)	68	45	62	41	10	7	0	0
The school meets my child’s particular needs	63	41	72	47	6	4	5	3
The school deals effectively with unacceptable behaviour	63	41	70	46	9	6	2	1
The school takes account of my suggestions and concerns	63	41	74	49	3	2	0	0
The school is led and managed effectively	70	46	68	45	8	5	0	0
Overall, I am happy with my child’s experience at this school	75	49	71	47	5	3	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 December 2011

Dear Pupils

Inspection of Honliands Primary School, Enfield EN1 4RE

Thank you for welcoming us so warmly when we visited your school recently. We very much enjoyed talking to you and seeing how much you enjoy your learning and your play at school. It was good to see so many of you dressed as Romans and talking excitedly of your trips to the Tower of London and RAF Hendon. Thank you and your parents, also, for returning the questionnaires which were so helpful to us.

We found Honilands to be a good school. We agree with you that your teachers are making lessons interesting for you and helping you to make good progress in your learning. Adults take great care to understand any difficulties you have with your learning or behaviour and give you much good support to help you succeed. The teachers work well as a team and have a clear idea of how they want to improve your learning further. You too can begin straightaway to make a contribution to the points below, if you think carefully.

- Improve the quality of your handwriting.
- Write better those awkward words which you understand and can speak, but find hard to write down accurately.
- Take more opportunities to write at length in different areas of the curriculum.
- Apply your mathematical skills in problems, including those which use everyday language, more regularly and effectively.

We have also asked teachers to plan activities which stretch the most able pupils more and to tell you more clearly when they mark your books what you need to do next, so that you can reach higher levels quicker. I hope you have a pleasant break over the Christmas period and come back full of enthusiasm to your learning in the New Year.

Yours sincerely

John Mason
Lead inspector

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